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Thesis

AN ANALYSIS OF THE VOCABULARY OF TEN SELECTED READING
TESTS AND THE VOCABULARY OF THE READING FOUNDATION
SERIES, THE ALICE AND JERRY BOOKS

Submitted by

Helen Denison Macgregor
(B. S. in Ed., Boston University, 1947)

In partial fulfillment of requirements for
the degree of Master of Education

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First Reader: Helen A. Murphy, Associate Professor of Education

Second Reader: Donald D. Durrell, Dean, School of Education

Third Reader: Helen Blair Sullivan, Professor of Education

The writer wishes to express appreciation and thanks to Dr. Helen A. Murphy, Associate Professor of Education, Boston University, for her help and guidance in planning and carrying out this study, to Dr. Helen Blair Sullivan, Professor of Education, Boston University, for her interest and encouragement, and to Meredith Drew who typed the many lists of test words which were needed to complete this study.

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CHAPTER I

STATEMENT OF PROBLEM AND SUMMARY OF RESEARCH

Statement of the Problem

The purpose of this study is to find how well the vocabulary of ten selected standardized reading tests compare with the vocabulary in the Reading Foundation Series, *The Alice and Jerry Books*.¹ The books to be analyzed will be the following:

Frederick

KEEP ALONG

THE SKY

CHAPTER I

BOOK

ON A HILL

STATEMENT OF PROBLEM AND SUMMARY OF RESEARCH

First Reader

THE NEW ROUND ABOUT

Second Reader

THE NEW FRIENDLY VILLAGE

The following standardized reading tests will be used.

1. American School Achievement Test, Public School Publishing Company, Bloomington, Illinois 1941-42.
2. Detroit Reading Test, World Book Company, Yonkers-on-Hudson 1937.
3. Detroit Word Recognition Test, World Book Company, Yonkers-on-Hudson 1936.
4. Devault Primary Test, California Test Bureau, Los Angeles, California 1928.

1. Eabel O'Donnell and Alice Carey. The Alice and Jerry Books Row, Peterson and Company, Evanston, Illinois, 1947.

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Preprimers

SKIP ALONG

THE SKY

THE DOOR

ON A HILL

Primer

THE NEW DAY IN AND DAY OUT

First Reader

THE NEW ROUND ABOUT

Second Reader

THE NEW FRIENDLY VILLAGE

The following standardized reading tests will be used.

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Primer

SKIP ALONG

THE SKY

THE DOOR

ON A HILL

First Reader

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¹ I. Mabel O'Donnell and Alice Carey. The Alice and Jerry Books. Row, Peterson and Company, Evanston, Illinois, 1947.

5. Gates Primary Test, Bureau of Publications, Teachers College, Columbia 1942.

6. Lee-Clark Primer Reading Test, California Test Bureau, Los Angeles, California 1943.

Lee-Clark First Reader Test, California Test Bureau, Los Angeles, California 1943

7. Los Angeles Primary Word Recognition Test, California Test Bureau, Los Angeles, California 1926.

8. Metropolitan Achievement Test, World Book Company, Yonkers-on-Hudson 1946 47.

9. Reilley Primary Test, Houghton Mifflin Company, Boston 1940.

10. Unit Scales of Attainment, Educational Test Bureau, Minneapolis, Minnesota 1933.

The specific problems are to discover:

1. The percent of words included in the ten selected standardized reading tests and in the Reading Foundation Series, The Alice and Jerry Books.

2. The percent of vocabulary of the Reading Foundation Series, The Alice and Jerry Books which are included in the tests.

3. To discover which test or tests best fits the Reading Foundation Series, The Alice and Jerry Books.

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7. Los Angeles Primary Word Recognition Test, California Test Bureau, Los Angeles, California 1936.
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Definition of Terms

A basal reader¹ is usually part of a graded series, used for instruction in reading; there are four types: story, factual, learn-to-study, literary.

Standardization² is the process of constructing a test and establishing norms for it.

Standardized tests³ are tests for which the exercises have been carefully selected and evaluated and which is accompanied by norms.

Norms⁴ The median or average performances on standardized tests of pupils of different ages or grade placement as determined by testing a large number of pupils.

Validity⁵ The degree to which a test measures what it purports to measure; the major criterion of a good examination.

Reliability⁶ The degree to which a test measures what it does measure; consisting of measurement; a major criterion of a good examination.

1. Carter V. Good. Dictionary of Education, McGraw-Hill Book Company, Inc., New York, 1945, p. 329.

2. Harry A. Greene, Albert N. Jorgensen, J. Raymond Gerberich. Measurement and Evaluation in the Elementary School, Longmans, Green & Company, New York, 1943, p. 624.

3. Ibid p. (624).

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Review of Previous Research

In this study which is to find how well the vocabulary of ten selected standardized reading tests compares with the vocabulary in the Reading Foundation Series, The Alice and Jerry Books, Preprimers, Primer, First Reader, and Second Reader, the related research may be classified under the following main headings:

1. The Nature of Basic Reader Content.

2. The Problems of Vocabulary.

3. Standardized Reading Tests.

Vostrovsky discovered the same facts in her survey of children's selections of public library books. She found the order of preferences was, books about children, adventure stories, miscellaneous stories and fairy stories. She found that the percentage of both boys and girls who used the library increased quite regularly from 9 to 18 years and a larger percentage of boys than girls under 16 used the library while after this age more girls than boys used it.

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1. Clara Missler. "Interest of Children in Reading Work of the Elementary Schools". Pedagogical Seminary, April, 1928, p. 525-542.

2. Clara Vostrovsky. "Children's Tested in Reading", Pedagogical Seminary, December, 1929, p. 523-526.

3. Arthur M. Jordan. Children's Interests in Reading, Teachers College Contributions to Education, No. 107, New York: Columbia University, 1927, 145 pp.

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The Nature of Basic Reader Content

A. Interest and Preference.

As far back as 1857 conscious attempts were made to appeal to the interests of children, and one of the earliest studies on children's interests was by ¹Wissler in 1898, who used the questionnaire method with about 2100 children of grades two to six. He found that stories of daily life came first, followed by stories of animals, heroism, moral precepts, descriptions, information and fables. There were few differences between sexes at this age. The following year, ²Vostrovsky discovered the same facts in her survey of children's selections of public library books. She found the order of preference was, books about children, adventure stories, miscellaneous stories and fairy stories. She found that the percentage of both boys and girls who used the library increased quite regularly from 9 to 18 years and a larger percentage of boys than girls under 16 used the library while after this age more girls than boys used it.

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1. Clark Wissler. "Interest of Children in Reading Work of the Elementary Schools", Pedagogical Seminary, April, 1898, p. 523-540.
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The investigation of ¹Dunn in 1921 revealed the fact that reading materials judged by adults to be of high interest for children, are often regarded by children themselves with indifference or positive distaste.

²Grant and White in 1925, attempted to get children's choices of reading materials unbiased by school-room influence. They found that children often chose stories because of the teacher's influence, stories on social studies being taught, or they chose any book because of the lack of certain books available.

³Belser in 1926 found that there is little difference in interests of boys and girls until 8 or 9 years of age. Until then, common interests are in juvenile fiction, fanciful tales, imaginative stories, and "that's why stories".

1. Fannie W. Dunn. Interest Factors in Primary Reading Material, Teachers College Contributions to Education, No. 113. New York: Columbia University, 1921, 70 pp.
2. Emma Grant and Margaret L. White. "A Study of Children's Choices of Reading Materials", Teachers College Record, April, 1925, p. 671-678.
3. Danlyn Belser. "The Reading Interests of Boys", Elementary English Review, III, November, 1926, p. 292-296.

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¹Huber's data shows that intelligence was a relatively unimportant factor in directing the interest of young children. The dull, the average, and the bright child preferred story material to informative. The dull child liked familiar experiences better than the average or bright. All other ratings were strikingly similar.

In the investigations made by ²Jones and Owen in England, it was found that boys liked to read about animals, people, places and things, while girls changed this order to people, animals, places and things.

³Terman and Lima found that sex differences are more in evidence by 9 years of age in reading interests. Some of the factors that influence individual preferences were age, physical development, environment, health, sex, mental ability and temperament. They found that children liked action, humor interest and imaginative appeal.

⁴Lazar states in her survey that the opportunities in the

1. Miriam B. Huber. The Influence of Intelligence Upon Children's Reading Interests, Teachers College Contributions to Education, No. 312. New York: Columbia University, 1928, 39 pp.
2. Lloyd Jones and E. F. Owen. "Children's Preferences in Reading Materials", The Elementary School Journal, XXX, May, 1930, p. 651-653.
3. Lewis M. Terman and Margaret Lima. Children's Reading. D. Appleton-Century Company, New York, 1931, p. 682.
4. May Lazar. Reading Interests, Activities and Opportunities of Bright, Average and Dull Children. Teachers College Contributions to Education, No. 707. New York: Columbia University, 1937. 126 pp.

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3. Lewis W. Terman and Margaret Lima. Children's Reading. D. Appleton-Century Company, New York, 1927, p. 193.

4. May Basan. Reading Interests, Activities and Opportunities of Public, Average and Gifted Children. Teachers College Contributions to Education, No. 207. New York: Columbia University, 1927, 126 pp.

home in general were reflected in children's reading interests of grades 4, 5 and 6.

¹Smith found folk tales, realistic, industry, nature, health, entertainment, nursery rhymes and fables were the order of preference when she checked interest in story type on first grade level through especially prepared materials, which were read by the children.

²Lustikow's findings in 1938 disagreed somewhat with Terman's, Smith's and Huber's. She made a study of what children voluntarily selected to read from kindergarten through grade six, and found that animal stories appeal to young children, while children's experiences are most important at the third grade level. Earlier studies disagreed on the following conclusions, that folk-lore and fables were not read voluntarily by children of elementary level. In agreement she found that informational nature books are not so extensively read as nature books in story form.

One has only to look at the books of primary level to see the marked change in them, as compared with the McGuffey Readers of 1850. There has been an extensive use of color

1. Nila B. Smith. "The Construction of First Grade Reading Material, Journal of Educational Research, II, June, 1920, p. 465-467.

2. Lydia M. Lustikow, "Inventory of What Children Voluntarily Select to Read", The Elementary School Journal, XXXIX, September, 1938, p. 11-12.

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and pictures. ¹Miller found that children show a preference for color and colored pictures. Large full color pictures, particularly those in red, yellow or blue, with a high degree of brightness are preferred. However, Miller has shown that just as adequate reading may occur without pictures as with them.

According to ²Brumbaugh there are three factors in importance in appealing to a classroom group. Her findings show that while children appear to care little for literary style, they enjoy dramatic action, humor and adventure whether it occurs in picture books, comics or other magazines.

The latest study published on primary level was done by ³Wilson in 1941. He discovered no clear grade trends but presented a more detailed list of story types in their order of preference than any previous study. He lists "do-it" stories first, followed by animal, fairy, comics, nature, poetry, children's experiences, adventures, true and realistic, informational, fables, historical, humorous, travel, toy, picture, riddle, jokes, folk-lore, patriotic, plays, stories with repetition and biographical.

1. William A. Miller. "Reading Without Pictures", The Elementary School Journal, XXXVIII, May, 1938, p. 676-682.
2. F. M. Brumbaugh. "Children's Choices of Reading Materials", The Elementary English Review, VI, October, 1939, p. 226-228.
3. F. T. Wilson. "Reading Interests of Young Children", Pedagogical Seminary, LVIII, June, 1941, p. 363-389.

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1. William A. Miller, "Reading Without Pictures", The Elementary School Journal, LXVIII, May, 1958, p. 575-582.
2. F. M. Brumbaugh, "Children's Choices of Reading Materials", The Elementary English Review, VI, October, 1939, p. 328-338.
3. F. T. Wilson, "Reading Interests of Young Children", Psychological Abstracts, LVIII, June, 1941, p. 353-359.

¹Smith feels that we should not rely too much on the many investigations made in regard to children's interests in reading. The results of these studies are frequently used as a basis for determining the content of reading materials and the child is confined to a too narrow scope of reading materials. She concludes "in selecting material for children to read, we make use of the investigations of children's interests, but instead of relying too extensively upon them for guidance, we provide children with a wide variety of types of reading materials and strive especially to cultivate their interests in desirable lines where we find interest lacking".

B. Basic Reader Content.

²Reading can be traced back to primitive man who used picture symbols for means of communication. As these picture symbols became inadequate by degrees, words and syllables took their place until an alphabet was developed. The basic materials for reading of early American children were the hornbook, a primer, speller, the Bible or any book found in the home. Following the Revolution, there showed the first real effort of American authors to produce reading texts, and from 1900 a more systematic procedure of appraisal of textbooks was developed. Series of books from primer through the

1. Nila B. Smith. A Historical Analysis of American Reading Instruction, Silver, Burdett and Company, Boston, 1934, p. 298.

2. Smith, op.cit., (3-4).

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J. W. Smith. A Historical Analysis of American Reading Instruction. Silver, Burdett and Ginn, Boston, 1932.
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eighth reader continued to appear until 1925 when a number of books in a series began to decrease.

¹Grant and White reported in their study, that between 1880-1910 readers containing literary content were being evolved. They felt that there was more need for literary material providing it was not too far above the child's level of comprehension.

²Harrison says that children should be given a wealth of first hand experiences, thereby broadening his field of meaningful concepts which aid him in the interpretation of symbols and in fixing the meaning of printed symbols so that recognition is aided whenever the words are seen again. Books are based on children's common experiences, yet common experiences of one child may sometimes be something very foreign to another. Experiences for acquiring meaningful concepts must be important, real, varied.

³Woody, in 1920, analyzed 15 second readers dating from 1896-1916 and found that they differed a great deal in the nature of their content. Some books emphasized the imaginative material while others emphasized instructive material.

1. Emma B. Grant and Margaret L. White. "Reading Interest Compared with Content of School Readers", Teachers College Record, February, 1925, p. 480-497.

2. M. Lucile Harrison. Reading Readiness, Houghton Mifflin Company, Boston, 1936, p. 32-34.

3. Clifford Woody. "The Overlapping in the Content of Fifteen Second Readers", Journal of Educational Research, II, June, 1920, p. 465-474.

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and in fixing the meaning of printed symbols so that recogni-

tion is aided whenever the words are seen again. Books are

based on children's common experiences, yet common experiences

of one child may sometimes be something very foreign to an-

other. Experiences for acquiring meaningful concepts must be

important, real, varied.

³Woody, in 1930, analyzed 13 second readers dating from

1880-1910 and found that they differed a great deal in the

nature of their content. Some books emphasized the imagin-

ative material while others emphasized informative material.

I. Grant and Margaret A. White, "Reading Interest Compared with Content of School Readers," Teachers College Record, February, 1925, p. 480-497.

E. W. Lucile Harrison, "Reading Readiness," Houghton Mifflin Company, Boston, 1925, p. 32-34.

E. Clifford Woody, "The Overlapping in the Content of Fifteen Second Readers," Journal of Educational Research, II, June, 1930, p. 433-444.

He found that the presence of overlapping varied and suggested that content be broadened to include biography, history, true stories of plants, animals and boys and girls.

¹Hosic made a study of 22 sets of readers covering all grades from one to eight. Fifteen series which were widely used as regular or basal readers. He found a great lack of agreement as to what American children should read in school and as to the difficulty of the various selections. Over 2500 of the pieces listed were named but once. No piece listed 5 or more times was placed always in the same grades and some pieces were placed in 7 or 8 school years.

The purpose of the basal program states ²Gates, is to provide the foundation and incentive for much wider and more enjoyable reading. It also allows the teacher to give more attention to the proper selections of other reading materials and proper guidance of children in their total reading program.

³Dolch feels that primary reading books which are to be used as basic readers should contain exercises designed to provide, 1. interest, 2. word recognition, 3. thinking, and

1. James F. Hosic. "The Content of School Reading Books", School and Society, XI, February 7, 1920, p. 179-180.

2. Arthur I. Gates. "The Place of the Basal Book in a Reading Program", Teacher's Service Bulletin in Reading, XVI, February, 1940, The Macmillan Company, New York.

3. E. W. Dolch. "Exercises in Readers", The Elementary School Journal, XXXIII, September, 1932, p. 59-66.

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3. J. W. Bolch, "Exercises in Reading", The Elementary School Journal, XXXIII, September, 1932, p. 83-85.

4. self-expression.

¹Betts reports that there has been a reaction against the regemented use of basal reading material. ²Boney feels very strongly on this matter. He feels that a program can be used to develop the reading ability of the child and to meet his future needs without the use of basal readers. Studies have been made which show the wide range in reading abilities in a group, therefore, similar books cannot be used in dissimilar reading cases. Books of various levels on all subjects have been written especially for children of various levels. Basal readers should be used with a number of types of material for a balanced program.

³Thorndike thinks that we should label books according to their difficulty so as to provide a higher type of guidance. He also states that "unless material is interesting in content and is easily understood, pupils will not read widely and may acquire a distaste for reading which may be more harmful than lack of ability".

⁴Smith reports that the majority of public schools are

1. Emmet Albert Betts. Foundations of Reading Instruction, American Book Company, Boston, 1940, p. 541-542.
2. C. DeWitt Boney. "Basal Readers", Elementary English Review, IV, April, 1938, p. 133-137.
3. Edward L. Thorndike. "Improving the Ability to Read", Teachers College Record, XXXVI, October, November, December, 1934, p. 22.
4. Smith, op.cit., (293).

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⁴Smith reports that the majority of public schools are

1. Ernest Albert Betts, Foundations of Reading Instruction, American Book Company, Boston, 1930, p. 241-242.

2. G. Dewitt Boney, "Basal Readers", Elementary English Review, IV, April, 1938, p. 132-137.

3. Edward L. Thornbake, "Improving the Ability to Read", Teachers College Record, XXXVI, October, November, December, 1935, p. 22.

4. Smith, op. cit., (1933).

not ready to dispense with a basal reader--that technique of teaching reading through functional activities must undergo further development and refinement.

¹Uhl reports that printed materials used in primary grades are exceedingly diversified. They usually consist of a basal series of readers and one or more supplementary books for each grade. Beginners usually being provided with several preprimers which are related to the children's environment and experiences.

According to ²Betts there are at least fourteen series of basal readers designed for use in the elementary school. These materials are of four general levels.

"1. Books based on story type materials such as the Alice and Jerry Books, W. S. Gray's Basic Readers-Curriculum Foundation Series.

2. Books based on context material largely social studies, nature stories, stories such as Nila Bantin Smith's Unity Activity Reading Series and Grace Storm's Guidance in Reading Series.

3. Learn-to-Study Readers such as Ernest Horn's Progress in Reading and Yoakan's Reading to Learn.

1. Willis L. Uhl. "The Materials of Reading", A Second Report, Thirty-sixth Yearbook of the National Society for the Study of Education, Part I. Public School Publishing Company, Bloomington, Illinois, 1937, p. 207-254.

2. Betts, op.cit., (455).

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4. Willis L. Uhl, "The Materials of Reading", A Second Report, Thirty-first Yearbook of the National Society for the Study of Education, Part I, Public School Reading Committee, Bloomington, Illinois, 1932, p. 207-224.

2. Betts, op. cit., (1939).

4. Literary type readers such as Wonder Story Book by Huber and others".

¹Lewerenz states that "the interesting book has relatively many image-bearing or sensory impression words. Quantities of adjectives, adverbs and verbs are employed which awake the imagination".

In 1941 ²Spache summarized several trends in recent primary reading books and has suggested that these tendencies be used in appraising other text books. The use of color and colored pictures should be evaluated in terms of children's preferences and the probable utility of the illustration. Readers must be of less, or less than average difficulty in vocabulary. A reading series should provide for extensive repetition of the basal vocabulary and for the integration of the reading materials. This can be done through provision and parallel readers, unit reading materials or books of between grade difficulty, or through the use of some technique of construction which accomplishes the same purpose as such presentation and absorption units.

³Witty says that a basal textbook should contain narra-

1. Alfred S. Lewerenz. "Selections of Reading Materials by Pupil Ability and Interest," The Elementary English Review, April, 1939, p. 151-156.
2. George Spache. "New Trends in Primary Readers", The Elementary School Journal, XLII, December, 1941, p. 283-290.
3. Paul Witty. "Designs for Reading Instruction in the Modern School", The Packet, Heath's Service Bulletin for Elementary Teachers, D. C. Heath & Company, Boston, May, 1947, 3-19.

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2. George Spache, "New Trends in Primary Readers," The Ele-
mentary School Journal, April, December, 1941, p. 233-235.

3. Paul Witty, "Designs for Reading Instruction in the Modern
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ized Teachers, D. C. Heath & Company, Boston, May, 1941,
3-12.

tives since it has been shown that story material constitutes the most natural and effective medium for gaining fundamental habits and skills.

C. Reading Foundation Series, The Alice and Jerry Series.

¹The Reading Foundation Series, The Alice and Jerry Books have been written around the everyday experiences of children, the things they do, the places they go, and the things that happen to them. They are interesting, vital, quick-moving and are filled with colorful pictures to create in little children a keen desire to read. A Companion Book accompanies each reader which gives the child added word repetition. There are also parallel readers for all grades through grade three. The average word repetition throughout the books is high; no more than three new words are introduced on any one page through the Second Reader. There are Diagnostic Tests which give the teacher an opportunity to diagnose the child's weaknesses and strengths. An added feature are the textfilms--a series of film strips which help in building backgrounds of experience, which add meaning to content, enrich and extend vocabulary to facilitate advancement in word recognition techniques and to promote growth in other basic skills.

1. Guidebook for Teachers. Reading Foundation Series, The Alice and Jerry Books, Row, Peterson & Company, Evanston, Illinois, 1938.

The Problem of Vocabulary

According to ¹Gray and Holmes, a great many studies have been made of the vocabulary of reading material provided in various fields. Most of them have determined the number and frequency of words used, the value and appropriateness or difficulty of words. It will be noted that there has been a tendency of later years to reduce the vocabulary load and to control the vocabularies of preprimers, primers, first and second readers. Vocabularies in the better basal readers are checked with the Gates, Thorndike, International Kindergarten Union or other well-known word lists.

²Thorndike's list of 20,000 words serves as a bases for a great many other studies. He derived his list from literature for children, classics, textbooks, newspapers, magazines, correspondence and a wide assortment of reference and technical books. The words in the list are not graded.

³Gates based his list of words on Thorndike's commonest 2500 words, a count of children's literature, Packer's vocabulary of ten first readers and Horn's list of the Commonest Words in Spoken Vocabulary of Children Up to and Including Six Years of Age. It is presumed to be for grades one and two.

1. W. S. Gray and Eleanor Holmes. "The Development of Meaning Vocabularies in Reading", The University of Chicago, Chicago, Illinois, No. 6, February, 1936, p. 108-116.
2. E. L. Thorndike. A Teacher's Word Book, Teachers College, Columbia University, New York, 1921, 134 pp.
3. Arthur I. Gates. "A Reading Vocabulary for the Primary Grades", Teachers College, Columbia University, New York, 1926, 27 pp.

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I. W. S. Gray and Eleanor Holmes, "The Development of Reading Vocabulary in Reading," The University of Chicago, Chicago, Illinois, No. 6, February, 1930, p. 108-110.

E. E. L. Thorndike, A Teacher's Word Book, Teachers College, Columbia University, New York, 1921, 124 pp.

E. Thorndike, "A Reading Vocabulary for the Primary Grades," Teachers College, Columbia University, New York, 1920, 37 pp.

¹The International Kindergarten Union list is a study of 2500 words of greatest frequency from a list of 7000 different words, secured by a combination of numerous studies of the vocabulary of pre-school children.

²A similar study is by Horn who gathered and published a list of 1082 words from a total of 5000 different words taken from the speech of children up to and including six years of age.

³Buckingham and Dolch compiled from the results of eleven investigations, a list of 19,000 words which they graded according to frequency of use.

⁴Rinsland based his list on the actual frequency of use of words grade by grade of many children from all sections of the country. The number of different words in the study is more than is needed for a basic vocabulary.

⁵Uhl reports that the vocabulary of primary grades is

1. Child Study Committee, "A Study of the Vocabulary of Children Before Entering the First Grade", The International Kindergarten Union, Baltimore, 1928, 36 pp.
2. Ernest Horn. "The Commonest Words in Spoken Vocabulary of Children Up to and Including Six Years of Age", Twenty-fourth Yearbook of the National Society for the Study of Education, Part I. Public School Publishing Company, Bloomington, Illinois, 1925, p. 185-198.
3. B. R. Buckingham and E. W. Dolch. Combined Word List, Ginn and Company, Boston, 1936, 185 pp.
4. Henry D. Rinsland. A Basic Vocabulary of Elementary School Children, The Macmillan Company, New York, 1945, 636 pp.
5. Willis L. Uhl. "The Materials of Reading". A Second Report, Thirty-sixth Yearbook of the National Society for the Study of Education, Part I, Public School Publishing Company, Bloomington, Illinois, 1937, p. 207-254.

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2. Ernest Horn, "The Commonest Words in Spoken Vocabulary of Children Up to and Including Six Years of Age", Twenty-fourth Yearbook of the National Society for the Study of Education, Part I, Public School Publishing Company, Bloomington, Illinois, 1925, p. 183-193.
3. E. E. Buckingham and E. W. Dolch, Combined Word List, Ginn and Company, Boston, 1930, 183 pp.
4. Henry D. Rinaland, A Basic Vocabulary of Elementary School Children, The Macmillan Company, New York, 1923, 230 pp.
5. Willis A. Uhl, "The Materials of Reading", A Second Report, Twenty-fourth Yearbook of the National Society for the Study of Education, Part I, Public School Publishing Company, Bloomington, Illinois, 1927, p. 207-222.

very important. In the preprimers more and more attention is being given to a gradual introduction of different words. New words occur more often, increasing the number of repetitions and attention is being given to the distribution of the words. A modern preprimer contains about sixty different words. These are used in as many different ways as possible so that children will become familiar with them.

Primers, first readers and second readers are being written in much the same way. There is an integration with respect to vocabulary from book to book. Attention has been given to repetitions and in each book there is a restricted number of words introduced which makes a controlled vocabulary.

¹Uhl also reports that "the difficulty that beginners have in learning to read is largely a matter of acquiring a reading vocabulary and that one primary essential in learning to read is to associate pronunciations and meanings with written or printed symbols".

²Strickland states that "learning words and meanings is one of the major tasks of the growing child both in and out of school. The learning begins during the first year of life

1. Uhl, op.cit., (207-254).

2. Ruth A. Strickland. "Developing Vocabulary Through Experiences in Primary Grades", The Packet, Heath's Service Bulletin for Elementary Teachers, D. C. Heath & Company, Boston, May, 1947, p. 21-25.

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1. Will, op. cit., (207-224).

2. In A. Strickland, "Developing Vocabulary Through Language in Primary Grades", The Reading, Writing, and Arithmetic Series, Bulletin for Elementary Teachers, N. C. Heath & Company, Boston, May, 1927, p. 21-22.

and continues as long as the individual lives; it is a task that is never completed".

¹Monroe says "Difficulties in vocabulary and sentence structure were not measured in the present study, but were important factors in reading disabilities of a number of cases". "Some children possessed vocabularies which were so limited that they were unable to grasp the meaning of the text, while other children who had adequate vocabularies were unable to follow the organization of relationships of words so that the sentences were meaningless.

In 1933, ²Hilliard and Troxell began an extensive study of the backgrounds of kindergarten children and found that children with rich backgrounds are more strongly equipped to attack the printed page than are pupils of meager backgrounds because of enriched meanings and experiences.

³Gibbons states that "the ability to read means first of all the ability to understand what is read". ⁴McKee agrees to this statement by further stating that "there can be no

1. Marion Monroe. Children Who Cannot Read, The University of Chicago Press, Chicago, 1932, p. 99-100.
2. G. H. Hilliard and Eleanor Troxell. "Informational Background as a Factor in Reading Readiness and Reading Progress", Elementary School Journal, XXXVIII, December, 1937, p. 255-263.
3. H. D. Gibbons. "Meaning Side of Reading", California Journal of Elementary Education, IX, May, 1941, p. 224-228.
4. Paul McKee. Reading and Literature in the Elementary School, Houghton Mifflin Company, Boston, 1934, p. 100.

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3. H. D. Gibbons. "Meaning Side of Reading", California Journal of Elementary Education, IX, May, 1941, p. 224-228.

4. Paul McKee. Reading and Literature in the Elementary School, Houghton Mifflin Company, Boston, 1934, p. 100.

reading without meanings, and there can be no meanings unless the reader has accumulated a wealth of concepts and experiences with which to interpret the symbols he sees in writing and print".

Some authorities are of the opinion that the vocabulary in books is being restricted too much and that children are not developing vocabularies of which they are capable of doing.

¹Yoakum feels that because of individual differences there is a need for different reading sequences for children of different capacities. That there is the danger of restricting the vocabulary in first grade reading materials, with the result that the average and fast learners may be retarded in their growth in reading rather than to increase it.

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1. Gerald A. Yoakum. "An Ounce of Prevention in Reading", The Journal of Educational Research, October, 1943, p. 100-109.
2. Clarence R. Stone. "A Vocabulary Study Based on 107 Primary Grade Books", The Elementary School Journal, February, 1942, p. 455.
3. A. E. Gross. "A Preprimer Vocabulary Study", The Elementary School Journal, XXXV, September, 1934, p. 48-56.

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3. A. E. Gross, "A Primer Vocabulary Study", The Elementary School Journal, XXXV, September, 1934, p. 48-55.

each word contained in preprimers. The total vocabulary of the ten preprimers was 8,831 words of reading material, of which 393 were different words and 238 words appeared four or more times. It was recommended that this list should be used as a guide by the teacher for the building of charts for drill purposes.

In 1937, ¹Hayward and Ordway reported on a study of fifteen preprimers published from 1933 to 1936 and found that there were 350 different words in the combined vocabularies. This was 43 words less than the number in the combined vocabulary of the ten preprimers studied by Gross. The study also shows that only three words were used in all of the fifteen books and that there was a wide variation found in the words used in the books compared. It is suggested that this study be used to help in the selection of a book to follow a preprimer chosen for basal use.

²Curtis, in 1938, analyzed twelve preprimers and had a grand total of 11,914 running words but only 241 different words. Curtis made a core vocabulary of 72 words which were repeated 9.047 times in these books. These 72 words constituted 75.9 percent of the number of running words.

1. W. George Hayward and Nancy M. Ordway. "Vocabularies of Recently Published Preprimers", The Elementary School Journal, XXXVIII, April, 1937, p. 608-617.
2. H. M. Curtis. "Wide Reading for Beginners", Journal of Educational Research, XXXII, December, 1938, p. 255-265.

each word contained in preprinters. The total vocabulary of the ten preprinters was 8,831 words or reading material, of which 333 were different words and 838 words appeared four or more times. It was recommended that this list should be used as a guide by the teacher for the building of charts for drill purposes.

In 1937, Hayward and Gray reported on a study of fifteen preprinters published from 1932 to 1936 and found that there were 350 different words in the combined vocabularies. This was 45 words less than the number in the combined vocabulary of the ten preprinters studied by Gross. The study also shows that only three words were used in all of the fifteen books and that there was a wide variation found in the words used in the books compared. It is suggested that this study be used to help in the selection of a book to follow a preprinter chosen for basal use.

Curtis, in 1936, analyzed twelve preprinters and had a grand total of 11,914 running words but only 241 different words. Curtis made a core vocabulary of 78 words which were repeated 2,047 times in these books. These 78 words constituted 75.9 percent of the number of running words.

I. W. George Hayward and Nancy L. Gray, "Vocabularies of Recently Published Preprinters", The Elementary School Journal, XXXVIII, April, 1937, p. 603-614.
S. E. W. Curtis, "The Reading for Beginners", Journal of Educational Research, XXII, December, 1936, p. 255-256.

In 1941, ¹Langston reported on the analysis of ten pre-primer reading programs or twelve preprimer books, published between 1931 and 1941 and not included in either the Gross or Curtis studies. The total running words of all preprimers was found to be 10,749 words and the number of different words was 306. From a list of the 72 most frequently used words from the Gross study, a list was made and frequency of each word was listed. A similar list was made from the Curtis study and from this study. There were 105 different words in the three combined lists. From this list, 79 words comprising two-thirds of the total running words of the three studies were selected as a core vocabulary list.

The report by ²Stone of the vocabularies of twenty preprimers reveals a wide range in vocabulary in the various books studied. Not a single word appears in all twenty preprimers. The total number of different words appearing in the twenty preprimers is 359. 186 appear in only one book, 54 in only two and 29 in only three books. The report lists the one hundred words found to be most important and presents a study of the comparative difficulty of the preprimers on the basis of vocabulary load, as determined by simplicity of words and repetition.

1. Roderick G. Langston. "A Core Vocabulary for Preprimer Reading", The Elementary School Journal, XLI, June, 1941, p. 766-773.

2. Clarence R. Stone. "The Vocabulary of Twenty Preprimers", The Elementary School Journal, VLI, February, 1941, p. 423-429.

In 1941, Langston reported on the analysis of ten primary reading programs or twelve primary books, published between 1935 and 1941 and not included in either the Gross or Curtis studies. The total running words of all programs was found to be 10,743 words and the number of different words was 308. From a list of the 75 most frequently used words from the Gross study, a list was made and frequency of each word was listed. A similar list was made from the Curtis study and from this study. There were 105 different words in the three combined lists. From this list, 75 words comprising two-thirds of the total running words of the three studies were selected as a core vocabulary list.

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1. Robert G. Langston, "A Core Vocabulary for Primary Readers," The Elementary School Journal, XII, June, 1941, p. 703-713.

2. Clarence E. Stone, "The Vocabulary of Twenty Primary Readers," The Elementary School Journal, VII, February, 1941, p. 423-429.

¹Rudisill, in 1938, reported on a study of preprimers and primers for the purpose of noting the best sequence for the reading of the twenty-six preprimers and primers. The number of different words in the preprimers varied from 36 to 249 and in the primers from 200 to 429, while the number of words presented less than four times in the preprimers ranged from 0 to 160 and from 0 to 184 in the primers.

²Stone based his study in 1942 on twenty-one preprimers, twenty-one primers (two primers in one series), twenty-one first readers (two first readers in one series), twenty-one second readers and twenty-one third readers, all published in 1930-1941. The study resulted in a complete up-to-date graded vocabulary in primary reading. There was a grand total of 5,314 words but only 2,164 appeared in sufficient number of books to justify being included in the graded vocabulary with a level of each word.

An early study in 1922 was reported by ³Selke and Selke, who tabulated the frequencies of twelve beginning books. Their results emphasized the fact that the books at primer

1. Mabel Rudisill. "Selection of Preprimers and Primers-A Vocabulary Analysis I, The Elementary School Journal, XXXVIII, May, 1938, p. 683-693.
2. Clarence R. Stone. "A Vocabulary Study Based on 107 Primary-Grade Books", The Elementary School Journal, XLII, February, 1942, p. 452-455.
3. Erich Selke and G. A. Selke. "A Study of the Vocabularies of Beginning Books in Twelve Reading Methods", The Elementary School Journal, XXXII, June, 1922, p. 745-749.

¹Radabaill, in 1933, reported on a study of preprimers and primers for the purpose of noting the best sequence for the reading of the twenty-six preprimers and primers. The number of different words in the preprimers varied from 36 to 343 and in the primers from 200 to 489, while the number of words presented less than four times in the preprimers ranged from 0 to 160 and from 0 to 184 in the primers.

²Stone based his study in 1943 on twenty-one preprimers, twenty-one primers (two primers in one series), twenty-one first readers (two first readers in one series), twenty-one second readers and twenty-one third readers. All published in 1930-1941. The study resulted in a complete up-to-date graded vocabulary in primary reading. There was a grand total of 3,314 words but only 2,164 appeared in sufficient number of books to justify being included in the graded vocabulary with a level of each word.

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1. Radabaill, "Selection of Preprimers and Primers-A Vocabulary Analysis I, The Elementary School Journal, XXVIII, May, 1933, p. 583-593.
2. Clarence R. Stone, "A Vocabulary Study Based on 107 First-Grade Books", The Elementary School Journal, XLII, February, 1942, p. 423-425.
3. Edwin Seike and G. A. Seike, "A Study of the Vocabulary of Beginning Books in Twelve Reading Methods", The Elementary School Journal, XLII, June, 1932, p. 743-749.

level differ widely in the number of different words included and that the vocabulary of any two books differed so much that they could hardly be thought as supplementary to each other.

In 1927, ¹Rankin reported on an analysis of three primers and found that there was a great lack of uniformity among vocabularies in the number of running words and the different word forms and word stems. The vocabulary common to all three was very small and the vocabulary of no one of the primers conforms closely to either of two standard lists. The rate of introduction of new words varies in the three books. Rankin felt "that more care should be taken in the selection and arrangement of the vocabularies in primers, especially in so far as the factors of frequency of repetition is concerned".

Great advances have been made in the reading instruction and one significant development is the importance of the vocabulary burden of reading materials, as reported by ²Hockett and Neeley. In their study of thirty-three primers, the combined total was 174,076 words; the number of different words in all thirty-three primers was 1713; of these, 681 appeared in only one book, 1077 appeared in three books or

1. Mary I. Rankin. "A Study of the Recurrence of Words in Certain Primers", The Elementary School Journal, XXVIII, December, 1927, p. 278-285.

2. J. A. Hockett and Delta P. Neeley. "A Comparison of the Vocabularies of Thirty-three Primers", The Elementary School Journal, XXXVII, November, 1936, p. 190-202.

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S. J. A. Hockett and Edith E. Neasey. "A Comparison of the Vocabularies of Thirty-three Primers", *The Elementary School Journal*, XXXVII, November, 1926, p. 190-202.

fewer and only 25 words were common to all thirty-three books.

In 1930, ¹Selke compared the vocabularies of twelve beginning books to determine to what extent the lists already compiled had influenced the vocabularies of beginning books and to compare the results of this study with that of 1922. A total of 1207 different words were found in the twelve beginning books and the number of different words introduced ranged from 171 to 594. Ten of the books had less than 300 words, where as in 1922 only six of the books had less than 400 words, and only two of these less than 300 words. There was a decrease of 26 percent from the total in 1922. This study showed an improvement in the percent of repetitions as compared with that of 1922 and a noticeable trend to introduce fewer words in beginning books. However, there are still too few words common to beginning books and too many words appear but once in each book, the frequency of words in books is still too limited.

Because of the lack of information with regard as to whether the vocabularies of given books are identical or different, or to show to the extent to which the books may supplement each other ²Harring, in 1931, secured the percentage of words common to any two of fifteen well-known

1. Erich Selke. "A Comparative Study of the Vocabularies of Twelve Beginning Books in Reading", Journal of Educational Research, XXXII, December, 1930, p. 369-374.
2. Sidney Harring. "What Primer Shall I Use Next", The Elementary School Journal, XXXII, November, 1931, p. 207-213.

fewer and only 25 words were common to all thirty-three books.

In 1930, I also compared the vocabularies of twelve beginning books to determine to what extent the lists already compiled had influenced the vocabularies of beginning books and to compare the results of this study with that of 1928.

A total of 1207 different words were found in the twelve beginning books and the number of different words introduced ranged from 171 to 594. Ten of the books had less than 300 words, where as in 1928 only six of the books had less than 400 words, and only two of these less than 300 words. There was a decrease of 80 percent from the total in 1928. This study showed an improvement in the percent of repetitions as compared with that of 1928 and a noticeable trend to introduce fewer words in beginning books. However, there are still too few words common to beginning books and too many words appear but once in each book. The frequency of words in books is still too limited.

Because of the lack of information with regard as to whether the vocabularies of given books are identical or different, or to show to the extent to which the books may supplement each other's learning, in 1931, I assumed the percentage of words common to any two of fifteen well-known

I. E. Rich, "A Comparative Study of the Vocabularies of Twelve Beginning Books in Reading," *Journal of Educational Research*, XXII, December, 1930, p. 355-356.

S. Sidney Harting, "What Primer Shall I Use Next?" *The Elementary School Journal*, XXII, November, 1931, p. 377-378.

primers. Information was also obtained with regard to size, frequency and usefulness of the vocabularies. The word content of the fifteen books was 77,004 words, but only 1,260 different words occur. 124 words occur only once and 538 words occur in only one of the books while only 34 words are common to all books. Of the 1,260 different words, 344 are not on Gates' list of 1,500 words and 222 are not in Thorndike's first 2,500, while 66 do not appear in Thorndike's list of 10,000 words. Harring found that a teacher could, by following his table, arrange a sequence of primers according to needs of the pupils by noting the percentage of words used in common among the books studied.

¹Packer, in 1922, made a study of the vocabularies of ten first readers and found a wide range of vocabularies in the ten readers. He had a total of 3,541 different words which is more than twice the number reported by Selke and Selke for twelve beginning readers. 2,048 words of the 3,541 occurred four times or less and 2,562 occurred less than ten times.

In 1930, ²Wheeler and Howell reported their findings on how closely the Gates list corresponds with the vocabulary of

1. J. L. Packer. "The Vocabularies of Ten First Readers - Report of the Society's Committee on Silent Reading", Twentieth Yearbook of the National Society for the Study of Education, Part II, Public School Publishing Company, Bloomington, Illinois, 1921, p. 127-244.

3. H. E. Wheeler and Emma A. Howell. "A First Grade Vocabulary Study", The Elementary School Journal, XXXI, September, 1930, p. 52-60.

ten primers and ten first readers, published between 1922 and 1929. The combined primers had a grand total of 1,139 words, the grand total for the first readers was 2,061. The ten first readers on the Packer list have a combined vocabulary of 3,541 words. This shows a reducing of the vocabulary load. It was found that of the first hundred words on Gates' list and this list there were 68 words in common. The entire list of this study and the first 500 in Gates' list have 33 words or 74 percent in common. 26 percent of the first 500 words in Gates do not appear in this list. Of this number 35 words are not in the first thousand words of this study and 8 words are not used in all twenty books.

In 1935 ¹Stone analyzed sixteen second readers to obtain a vocabulary for a series of work books. The words obtained from the second readers were words listed as new words of which there were 3,200 on the total list. Of these words 1,276 new words were found in three or more of the sixteen second readers. Stone concludes that "it is, of course, recognized that the criterion used in determining a standard list of new words for second grade reading is not entirely adequate". The list has value, however, as a standard by which the vocabulary of second readers under consideration for basal or supplementary use can be judged.

1. Clarence R. Stone. "The Second Grade Reading Vocabulary", The Elementary School Journal, XXXV, January, 1935, p. 359-367.

¹Housh analyzed ten second readers to determine the range and frequency of words and found that the number of different words in a reader varied from 1,198 to 1,910 with only 419 words common to all ten readers. It was found, when comparing the vocabularies of the so-called "Method" and "Content" readers, that the number of words common to two books varied from 655 to 928. In accord with the findings of Packer concerning first readers, a surprisingly large percentage of words used in each book occurred only one, two or three times.

²Hockett found when he compared the vocabularies of twenty-nine second readers used in 1938, with those used in the previous three or four years, that there had been a considerable reduction in the vocabulary load. The average number of different words in 8 books published before 1930 (including one in 1924) is 1146, the average for ten books published between 1930-1933 is 1057, a reduction of 8 percent. Eleven books published in 1934-1937 average 913 different words, a further reduction of 14 percent from the average for the preceding period. He also gives additional evidence of increased attention to vocabulary control, by

1. E. T. Housh. "An Analysis of the Vocabularies of Ten Second Readers", Third Report of the Committee in Economy of Time in Education, Seventeenth Yearbook of the National Society for the Study of Education, Public School Publishing Company, Bloomington, Illinois, 1918, p. 44-45.
2. J. A. Hockett. "A Comparative Analysis of the Vocabularies of Twenty-nine Second Readers", The Journal of Educational Research, XXXI, May, 1938, p. 665-671.

the average percentage of words within the first thousand of the Gates list for the three periods, 61.6 percent, 64.7 percent and 68.5 percent.

From the results of these numerous vocabulary studies, it is clear that the preprimers, primers, first readers and second readers of the previous years have a widely varied range of vocabulary, a limited frequency of repetition, and the vocabulary load has been too great. It has also been reported that unless children have an adequate meaning vocabulary before they attempt the printed page, they cannot comprehend sufficiently enough to enable them to make effective progress in understanding the reading materials.

After the Reading Foundation Series, The Alice and Jerry Books had been written, the vocabulary was checked with the Gates, Thorndike and International Kindergarten Union word lists and a close correlation was found between The Alice and Jerry Books and the accepted word lists.

3. J. M. Cattell. "Mental Tests and Measurements", Psych. Rev. XV, July, 1909, p. 572-581.

4. Leonard P. Ayres. "History and Present Status of Educational Measurements", The Measurement of Educational Progress. Seventeenth Yearbook of the National Society for the Study of Education, Part II. Public School Publishing Company, Champaign, Illinois, 1918, p. 11.

5. Florence L. Goodenough. "An Early Intelligence Test", Child Development, V, March, 1934, p. 13-18.

6. Frank N. Freeman. Mental Tests, Their History, Principles and Applications, Houghton Mifflin Company, Boston, 1930, p. 18.

Standardized Reading Tests

Although there has been educational measurement since education began there are few accounts of them until 1864 when ¹Fisher, an English school master, constructed a "Scale Book". In 1869, ²Galton's work in mental abilities of individuals drew comment and ³Cattell's work in 1890 marked the beginning of intelligence testing. But it wasn't until 1897 that ⁴Rice attracted much attention and discussion in connection with the measurement of achievement. The tests Rice constructed were crude and their reliability and validity were assumed, however, they stimulated Thorndike and others.

In 1887, ⁵Chaille, an American physician, was credited with the development of standards and simple test for judging levels of children to the age of three years. ⁶Binet and

1. "Educational Measurement of Fifty Years Ago". Journal of Educational Psychology, IV, November, 1913. p. 551-552.
2. Joseph Peterson. Early Concepts and Tests of Intelligence, World Book Company, Yonkers-on-Hudson, New York, 1925, p. 73-75.
3. J. M. Cattell. "Mental Tests and Measurements", Mind, XV, July, 1890, p. 375-381.
4. Leonard P. Ayres. "History and Present Status of Educational Measurements", The Measurement of Educational Products. Seventeenth Yearbook of the National Society for the Study of Education, Part II. Public School Publishing Company, Bloomington, Illinois, 1918, p. 11.
5. Florence L. Goodenough. "An Early Intelligence Test", Child Development, V, March, 1934, p. 13-18.
6. Frank N. Freeman. Mental Tests: Their History, Principles and Applications, Houghton Mifflin Company, Boston, 1939, p. 58.

Simon in 1905 published a general intelligence scale which has been revised and become generally accepted as the standard intelligence scale.

The first standardized achievement test was developed by ¹Stone, in 1908, and from 1908 to 1913 one standardized test or scale followed another each year. ²Courtis found Stone's test unsatisfactory for the purpose of establishing norms of achievement for different grades and so devised his Arithmetic Tests. ³Thorndike, ⁴Hillegas, ⁵Buckingham and ⁶Ayres followed with their tests or scales. ⁷Starch's Reading

1. C. W. Stone. Arithmetical Abilities and Some Factors Determining Them, Teachers College Contributions to Education, No. 19. New York: Bureau of Publications, Columbia University, 1908, 101 pp.
2. S. A. Courtis. "Measurements of Growth and Efficiency in Arithmetic", Elementary School Teacher, X, October, 1909, p. 58-74.
3. E. L. Thorndike. "Handwriting", Teachers College Record, II, March, 1910, p. 1-93.
4. M. B. Hillegas. "A Scale for the Measurement of Quality in English Composition by Young People", Teachers College Record, XIII, September, 1912, p. 331-384.
5. B. R. Buckingham. Spelling Ability: Its Measurement and Distribution, Teachers College Contributions to Education, No. 59. New York: Teachers College, Columbia University, 1913, 116 pp.
6. L. P. Ayres. "Scale for Measuring the Quality of Handwriting of School Children", Russell Sage Foundation Bulletin E-113, New York: Russell Sage Foundation, 1912, 16 pp.
7. Daniel Starch, "Measurement of Efficiency in Reading", Journal of Educational Psychology, VI, January, 1915, p. 1-24.

Tests, ¹Kelly's Kansas Silent Reading Tests (which later formed the basis for ²Monroe's standardized reading tests), ³Thorndike's Visual Vocabulary appeared not later than 1915. From 1917 on, the development and use of standardized educational tests were beginning to be widely used, nearly 1300 standardized tests and semi-standardized tests had been published.

The spread of testing continued under the stimulation of three early developments. (1) Teacher's marks. Numerous studies by ⁴Meyer, ⁵Johnson, ⁶Starch and others showed by the inaccuracy of teachers marks. This stressed the need for an instrument which would give a more accurate measure of achievement. (2) Survey. The first ⁷survey was made in 1907

1. F. J. Kelly. "The Kansas Silent Reading Tests", Journal of Educational Psychology, VII, February, 1916, p. 63-80.
2. W. S. Monroe. "Monroe's Standardized Silent Reading Tests", Journal of Educational Psychology, IX, June, 1918, p. 303-312.
3. E. L. Thorndike. "The Measurement of Ability in Reading", Teachers College Record, XV, September, 1914, p. 207-277.
4. M. Meyer. "The Grading of Students", Science, XXVIII, August, 1908, p. 243-250.
5. Franklin W. Johnson. "A Study of High-School Grades", School Review, XIX, January, 1911, p. 13-24.
6. Daniel Starch. "Reliability and Distribution of Grades", Science, XXXVIII, October, 1913, p. 630-636.
7. W. S. Monroe. "Research in Educational Measurement", Ten Years of Educational Research, 1918-1927, Part I. University of Illinois Bulletin No. 42, XXV, Published by the University of Illinois, Urbana, Illinois, 1928, p. 88-115.

in Pittsburgh but achievement tests were not used until 1911-1912 in the survey of New York City and since then, all surveys of any note have used them. It was the survey movement which had a strong influence upon the development and use of Educational tests. (3) ¹Research Bureaus in 1912 were organized in many larger school systems. The development of educational measurements was greatly facilitated by the establishment of research organizations. The ²Bureau of Investigation and Appraisal was established in 1913 in New York. Other cities organized them from then on. The first Bureau to undertake the construction and distribution of tests was the ³Bureau of Educational Measurement and Standards at Kansas State Normal School. ⁴The early bureaus stimulated systematized administration of tests and in 1929 the State University of Iowa inaugurated the state wide every pupil testing program at High School level extending it to upper Elementary level in 1934.

⁵Periodicals and books also influenced the use of tests.

1. W. S. Monroe. "Research in Educational Measurement", Ten Years of Educational Research, 1918-1927, Part I. University of Illinois Bulletin, No. 42, XXV. Published by the University of Illinois, Urbana, Illinois, 1928, p.

2. Ibid.

3. Ibid.

4. Ibid.

5. Ibid.

Articles with construction and use of tests were printed. The Journal of Educational Research was founded in 1910 and contained articles as did School and Society founded in 1915 publishing one research article each week. Elementary School Teacher, now The Elementary School Journal contained a few articles. ¹Thorndike brought out the first book dealing with mental and educational measurement in 1914 which was responsible for the early popularization of standardized educational tests.

²In the early achievement tests, the results if used at all usually determined the general efficiency of a school system, building, or teacher. Little attention was paid to the individual score. Now, however, emphasis has been placed on the aid in improvement of instruction, in better classification of pupils and in more desirable forms of school organization. Tests give a more adequate basis for the guidance of the pupil.

According to ³Lee-Clark, "the largest percentage of failures are found in the primary grades. These failures occur in reading." "Reading tests assist the teacher the following four ways:"

1. E. L. Thorndike. An Introduction to the Theory of Mental and Social Measurement, New York; Teachers College, Columbia University, 1904, 277 pp.
2. Monroe, op.cit.
3. Lee-Clark Reading Test Manual, Published by California Test Bureau, Los Angeles.

"1. They help her to determine the reading abilities of her pupils.

2. She can group the pupils in groups according to abilities within the room.

3. They help her in recognizing and diagnosing the reading difficulties of individual pupils.

4. They assist in determining failures."

Supplementary reading becomes too wide and varied beyond Grade Two, so the tests to be used in this study were selected for the following reasons.

A. Because they are well known and widely used throughout the country, particularly in this section.

B. They are standardized.

C. They are tests used in Grades One and Two.

¹Betts reports that standardized tests have emphasized the wide range of abilities in any grade level and have directed attention to skills, abilities and information which are important in reading situations. Betts gives the following three justifications for standardized reading tests.

"1. To compare the achievement of a given class with the national norms for general administrative purposes.

2. To identify these pupils both above and below the class average who need further study and guidance.

1. Emmet Albert Betts. Foundations of Reading Instruction, American Book Company, Boston, 1946, p. 440-441.

3. To compare the achievement of individual or groups with their capacities for achievements as measured by means of standardized tests of capacity to learn."

¹Betts believes that most standardized tests of reading are properly used to obtain a valid measure of pupil reading achievement in terms of a standardized set of scores. The interpretation of this score should be used to determine the individual pupil's position in relation to other children of the same age or grade level, graded on the same material under specific testing conditions. However, he feels that too often this interpretation of scores is misused to measure instruction or to rate the teacher by the administration. Such a test should be used to diagnose pupil weakness and strength, so that future remedial teaching may be based on a reliable objective measure. It should not be used to rate the instruction.

²Strang reports that tests differ in their survey and diagnostic values. Group tests may reveal the differences of reading ability in members of a class. Pupils seriously retarded may be readily identified. A comparison of scores of individual students with norms shows the individual's position on the distribution of scores for pupils of his

1. Betts, op,cit., (449).

2. Ruth Strang. Problems in the Improvement of Reading in High School and College, The Science Press Printing Company, Lancaster, Pennsylvania, 1940, p. 317.

grade. However, Strang feels that tests are only one means of appraisal and should be interpreted as such. She concludes that "if reading tests are used for no other purpose than the counseling of individual students, the giving of a reading tests is justified."

In 1923, ¹Ballenger made a study of the vocabulary content of certain standard reading tests to determine exactly what words were included in some of the known standard reading tests and to compare these words with their frequencies with basic vocabulary needs of the individual. The combined fourteen tests had a total of 2,039 different words, or 12,248 running words which were checked against the Thorndike and Horn lists. 760 different words in the tests were not included in the first 3000 words of either list. Two tests had no words in them which did not appear on either list, one or two had words which did not appear in the two lists. The vocabularies of the tests varied greatly, only 11 words were common to the fourteen tests.

²Ballenger's study shows why reading tests have been given with poor results. The differences in the vocabulary used in the tests and the vocabulary taught in the basal reading series in some instances, varies greatly. A test

1. H. L. Ballenger. "A Comparative Study of the Vocabulary Content of Certain Standard Reading Tests", The Elementary School Journal XXIII, March, 1923, p. 522-534.

2. Ballenger, op.cit. Vol. VI, October, 1923, p. 70-77.

with a high percentage of vocabulary used in the basal reader would be a more valid test and would aid in diagnosing the reading difficulties of the individual far better than a test with a low percentage of vocabulary.

¹Dolch reports that tests have been designed to suit the needs of supervising officers, or psychologists, and have not had the results expected. He feels that tests should be constructed from the teacher's point of view. These tests would differ in many respects from the present type of test. "A test must test some specific thing which can be taught and which should be taught in a particular grade". Many present tests measure indefinite combinations of knowledges or skills, cover too wide a group of grades for the teacher to secure any great help for her particular group.

In 1929, ²Sangren reported that there had been a widespread development and utilization of standard tests in various grades in the past twenty to twenty-five years. He feels that there has been a lack of utilization of these tests, especially among pre-school and kindergarten children. The vocabulary words for these tests were selected from Gates Primary Word List and tests are to be used in the primary grades for at least four definite purposes.

1. E. W. Dolch. "Testing Reading", The Elementary School Journal, XXXIV, September, 1933, p. 36-43.

2. Paul V. Sangren. "Information Tests for Young Children", Childhood Education, Vol. VI, October, 1929, p. 70-77.

1. To study and promote children from grade to grade.

2. To classify children into homogenous groups for instructional purposes.

3. To study the comparative achievements of children.

4. To determine the relative amount of knowledge which children possess and in what fields they need strengthening".

If the tests are used correctly, they can be a decided advantage in classifying or grouping children for purpose of instruction.

In the studies reported by ¹Kramer, ²Douglas and ³Frazee, they indicate how the use of testing in a city-wide program has been set up for the skill subjects of reading and arithmetic in the elementary schools. The test data assists the teacher in determining which pupils have made sufficient achievement in the skills indicated to warrant their promotion in these subjects.

In 490 cities, with a population of 2,500 to 100,000, 67.5 percent of the elementary schools use standard educational tests as a basis of classification, is reported by ⁴Chism

1. Grace A. Kramer. "The Relation of the Testing Program to Promote", Baltimore Bulletin of Education, IX, December, 1930, p. 73-78.

2. Carleton E. Douglas. "Promotional Standards in the Intermediate Grades", Baltimore Bulletin of Education, IX, December, 1930.

3. Laura Frazee. "Standards of Promotion for Primary Grades", Baltimore Bulletin of Education, IX, December, 1930, p. 79-85.

4. Leslie L. Chism. "Classification and Promotion Practices in the Elementary School", Elementary School Journal, XXXIII, October, 1932, p. 89-91.

in 1932.

¹Stone, in 1943, reported the vocabulary study of nine reading tests used in the first grades and found that on the basis of an adequate sampling of words appearing in preprimers, primers and first readers, several tests were not suitable for that grade. The tests were evaluated on the basis of suitability of vocabulary and adequate sampling of the vocabulary appearing widely in preprimers, primers and first readers. Words in all tests were checked against Stone's Graded Vocabulary for Primary Reading.

The studies made on tests show how the use of tests has progressed with the years, but they also point out the fact that standardized tests need improvement. The vocabulary difference between tests is wide and even greater between tests and readers. Tests must also be given to measure the pupil's achievement and to point out his reading difficulties. They should not be used to rate instruction, buildings, or effective school systems.

It is evident from the research that vocabulary differs in basal series. Standard tests are an important tool in teaching. This study is an attempt to compare the vocabulary of ten selected standard reading tests with the vocabulary of the Reading Foundation Series, The Alice and Jerry Books.

1. Clarence R. Stone. "Validity of Tests in Beginning Reading", The Elementary School Journal, XLIII, February, 1943, p. 361-365.

CHAPTER II PLAN OF THE STUDY

Scope of Study

As stated in the previous chapter, the purpose of this study was to find out what the vocabulary of ten selected standard reading texts compare with the vocabulary in the Reading Foundation Series, The Alice and Jerry Books.

The books used were the new revised editions published by Rex, Interest and Company, Evanston, Illinois, 1947-48.

CHAPTER II

There were four components, the primer, the first reader and the second reader.

PLAN OF THE STUDY

Primer

1. THE ALICE BOOK	20
2. THE JERRY BOOK	26
3. THE GOOD BOOK	32
4. ON A HILL	38

Total new words..... 76

First Reader

THE NEW DAY IN AND DAY OUT	102
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Second Reader

THE NEW SOUND ABOUT	122
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Third Reader

THE NEW FINEST VILLAGE	142
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In the primer there were 115 new words listed at the back of the book, but 39 of these words were previously listed in

CHAPTER II

PLAN OF THE STUDY

Scope of Study

As stated in the previous chapter, the purpose of this study was to find how well the vocabulary of ten selected standardized reading tests compare with the vocabulary in the Reading Foundation Series, The Alice and Jerry Books.

The books used were the new revised editions published by Row, Peterson and Company, Evanston, Illinois, 1947-48.

There were four preprimers, one primer, one first reader and one second reader.

<u>Preprimers</u>	<u>New Words</u>
1. SKIP ALONG	20
2. THE SKY	26
3. THE DOOR	21
4. ON A HILL	11
<hr/>	
Total new words.....	78

Primer

THE NEW DAY IN AND DAY OUT	102
----------------------------------	-----

First Reader

THE NEW ROUND ABOUT	195
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Second Reader

THE NEW FRIENDLY VILLAGE	396
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In the primer there were 113 new words listed at the back of the book, but 11 of these words were previously listed in

the parallel preprimers so were not counted as new words in the primer.

Procedure

The vocabularies listed at the back of each of the four preprimers were combined and arranged in alphabetical order and the total number of words recorded. All words with endings were listed as new words.

The vocabulary of each of the other books, primer, first reader, and second reader was also arranged in alphabetical order and the number of words on each list recorded.

The following tests were used:

1. American School Achievement Test, Grade I-II, Forms A, B, C, Public School Publishing Company, Bloomington, Illinois, 1941-42.
2. Detroit Reading Test, Grade II, Forms A,B, World Book Company, Yonkers-on-Hudson, 1927.
3. Detroit Word Recognition Test, Grade I, Forms, A,B,C,D, World Book Company, Yonkers-on-Hudson, 1925.
4. DeVault Primary Test, Grade I-II, Form I, California Test Bureau, Los Angeles, California, 1928.
5. Gates Primary Test, Grade I to middle II, Forms I,II, III, Bureau of Publications, Teachers College, Columbia 1942.
6. Lee-Clark Primer Reading Test, Grade I, Form A,B, California Test Bureau, Los Angeles, California, 1943.

7. Los Angeles Primary Word Recognition Test, Grade I-II, Forms I-II, California Test Bureau, Los Angeles, California, 1926.
8. Metropolitan Achievement Test, Grade I-II, Forms R-S, World Book Company, Yonkers-on-Hudson, 1946-47.
9. Reilley Primary Test, Grade I, Forms A,B, Houghton Mifflin Company, Boston, 1940.
10. Unit Scales of Attainment, Grade I-II, Forms A,B, Educational Test Bureau, Minneapolis, Minnesota, 1933.

The tests were selected for the following reasons:

1. They were well known and widely used throughout the country, particularly in this section.
2. They are all standardized tests.
3. They are tests which are used in Grades One and Two.

The same procedure was used with the tests as was used with the books. The words of each form of each test were arranged in alphabetical order. Tables were then set up. The name of each test and its form arranged across the top with the basal words in alphabetical order at the left. A table of this type was set up for each book preprimer, primer, first reader and second reader. As each word on the test list appeared in the exact form on the basal list a check (✓) was made opposite the word under the test and form in which it appeared.

If the test was to be used for primer level or the first half of grade one, words on the preprimer and primer lists were

checked. Tests for first grade or the last half of grade one, had words on the preprimer, primer and first reader lists checked. If the test was to be used for the first half of grade two, preprimer, primer, first reader and second reader, words were checked. For second grade or last half of second grade tests, preprimer through second reader words were checked. If the test was to be used in grade one and two, all words from preprimer through second reader were checked.

The data was analyzed and is presented in the following chapter.

CHAPTER III

ANALYSIS OF DATA

The data was analyzed to show the percent of words included in the ten selected reading tests and in the Reading Foundation Series, The Alice and Jerry Books and the percent of the vocabulary of the Reading Foundation Series, The Alice and Jerry Books which are included in the tests.

Table I shows the number of new words in each of the basal readers.

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Table I shows the number of new words in each of the basal readers.

First Reader	195	Pre-primer Primer and First Reader	375
Second Reader	285	Pre-primer Primer First Reader and Second Reader	771

The total vocabulary included in all levels is 771 words.

Table II shows the vocabulary count of each of the ten tests.

TABLE I
NEW WORDS IN EACH OF THE BASAL READERS

Basal Readers	New Words	Accumulated Totals	
Pre-primers	78		
Primer	102	Pre-primer and Primer	180
First Reader	195	Pre-primer Primer and First Reader	375
Second Reader	396	Pre-primer Primer First Reader and Second Reader	771

The total vocabulary included in all levels is 771 words.

Table II shows the vocabulary count of each of the ten tests.

The number of words ranged from 60 for the Detroit First Recognition Test to 630 for the Metropolitan Achievement Test.

Table III shows the number of words in each test and the basal readers.

TABLE II
NUMBER OF WORDS IN EACH SELECTED TEST

Tests	Grade	Form	No. of Words
American School Achievement Test	I	A	176
	I	B	180
	II	A	526
	II	B	552
	II	C	574
Detroit Reading Test	II	A	219
	II	B	221
Detroit Word Recognition Test	I	A	64
	I	B	66
	I	C	69
	I	D	63
DeVault Primary Test	I-II	I	143
Gates Primary Test	I-II	I	373
	I-II	II	381
	I-II	III	401
Lee-Clark Primer Reading Test	I	A	91
	I	B	91
Lee-Clark First Reader Test	I	A	211
	I	B	214
Los Angeles Primary Word Recognition	I-II	A	129
	I-II	B	127
Metropolitan Achievement	I	R	238
	I	S	227
	II	R	529
	II	S	530
Reilley Primary Test	I	A	278
	I	B	282
Unit Scales of Attainment			
First Half	Primer	A	263
First Half	Primer	B	257
Second Half	I	A	326
Second Half	I	B	337
First Half	II	A	399
First Half	II	B	457
Second Half	II	A	412
Second Half	II	B	473

The number of words ranged from 63 for the Detroit Word Recognition Test to 530 for the Metropolitan Achievement Test.

Table III shows the number of words in each test and the basal readers.

TABLE III
NUMBER OF WORDS IN BASAL READERS

Tests	Pre-Primer								Primer							
Grade I-II, Form American School Achievement	A	B	A	B	C				A	B	A	B	C			
	16	16	19	56	52				20	14	34	45	32			
Grade II, Form Detroit Reading Test	A	B							A	B						
	45	44							35	44						
Grade I, Form Detroit Word Recog. Test	A	B	C	D					A	B	C	D				
	19	21	16	19					11	10	10	9				
Grade I-II, Form DeVault Primary Test	I								I							
	31								29							
Grade I, First Half II, Form Gates Primary Test	I	II	III						I	II	III					
	47	49	39						31	35	45					
Grade I, Form Lee-Clark Primer Reading	A	B							A	B						
	29	29							17	16						
Grade I-II, Form Lee-Clark First Reader Test	A	B							A	B						
	25	30							27	27						
Grade I-II, Form Los Angeles Prim. Wd. Recog.	A	B							A	B						
	13	15							15	12						
Grade I-II, Form Metropolitan Achievement	R	S	R	S					R	S	R	S				
	30	25	47	50					19	25	39	38				
Grade I Form Reilley Primary Test	A	B							A	B						
	42	41							36	31						
Grade I-II, Form Unit Scales, Att.	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
	39	39	33	33	51	48			36	42	26	33	51	47	64	52

TABLE III Con.

Tests	First Reader								Second Reader							
	A	B	A	B	C				A	B	A	B	C			
Grade I-II, Form American School Achievement	27	35	54	65	70				30	39	89	92	92			
Grade II, Form Detroit Reading Test	41	42							28	27						
Grade I, Form Detroit Word Recognition	8	8	15	7					38	39	41	35				
Grade I-II, Form DeVault Primary Test	30								18							
Grade I, First Half II, Form Gates Primary Test	53	50	52						60	69	66					
Grade I, Form Lee-Clark Pri- mer Reading	16	15							10	9						
Grade I-II, Form Lee-Clark First Reader	34	35							29	32						
Grade I-II, Form Los Angeles Prim. Wd. Recog.	16	14							24	21						
Grade I-II, Form Metropolitan Achievement	34	38	65	59					39	36	73	67				
Grade I, Form Reilley Primary	39	41														
Grade I-II, Form Unit Scales of Attainment	39	46	43	39	54	56	59	65	45	47	46	41	46	48	57	52

Table IV shows the percent of words included in the ten selected reading tests and in the Reading Foundation Series, The Alice and Jerry Books.

TABLE IV
PERCENTS OF WORDS IN TESTS AND BOOKS

Tests	Grade	Form	No. Words Checked in Tests	No. Words in Tests	Percent
American School Achievement	I	A	63	176	35.78
	I	B	65	180	36.11
	II	A	226	526	50.57
	II	B	258	552	46.74
	II	C	246	574	42.85
Detroit Reading Test	II	A	149	219	68.03
	II	B	147	221	66.51
Detroit Word Recognition Test	I	A	38	64	59.37
	I	B	39	66	59.09
	I	C	41	69	59.42
	I	D	35	63	55.55
DeVault Primary Test	I-II	I	90	143	75.52
Gates Primary Test	I-II	I	131	373	35.12
	I-II	II	203	381	53.28
	I-II	III	202	401	50.37
Lee-Clark Primer Reading Test	I	A	46	91	50.54
	I	B	45	91	49.45
Lee-Clark First Reader Test	I-II	A	115	211	54.50
	I-II	B	122	214	57.47
Los Angeles Primary Word Recognition	I-II	A	68	129	52.71
	I-II	B	62	127	48.97
Metropolitan Achievement	I	R	83	238	34.87
	I	S	88	227	38.76
	II	R	224	529	42.34
	II	S	214	530	40.37

TABLE IV Con.

Tests	Grade	Form	No. Words Checked in Tests	No. Words in Tests	Percent
Reilley Primary Tests	I	A	117	278	42.08
	I	B	113	282	40.07
Unit Scales of Attainment					
First Half	Primer	A	72	263	27.37
First Half	Primer	B	72	257	28.01
Last Half	I	A	113	326	34.66
Last Half	I	B	122	337	36.20
First Half	II	A	196	399	49.09
First Half	II	B	206	457	45.18
Last Half	II	A	194	412	47.08
Last Half	II	B	188	473	39.74

Table V shows the percent of words included in the ten selected reading tests and in the Reading Foundation Series, arranged in descending order.

It is interesting to note that the DeVault Primary Test is the highest with seventy-five percent. There are thirteen tests between sixty-eight percent and fifty percent, eleven between forty-nine percent and forty percent, eight between

TABLE V
PERCENTS OF WORDS IN DESCENDING ORDER

Tests	Grade	Form	No.Words Checked in Tests	No.Words in Tests	Percent
DeVault Primary Test	I-II	I	90	143	75.52
Detroit Reading Test	II	A	149	219	68.08
Detroit Reading Test	II	B	147	221	66.51
Detroit Word Recog.	I	C	41	69	59.42
Detroit Word Recog.	I	A	38	64	59.37
Detroit Word Recog.	I	B	39	66	59.09
Lee-Clark First Rdr.	I-II	B	122	214	57.47
Detroit Word Recog.	I	D	35	63	55.55
Lee-Clark First Rdr.	I-II	A	115	211	54.50
Gates Primary Test	I-II	II	203	381	53.28
Los Angeles Pri.Wd.Re.	I-II	A	68	129	52.71
American School Ach.	II	A	226	526	50.57
Lee-Clark Primer Rdr.	I	A	46	91	50.54
Gates Primary Test	I-II	III	202	401	50.37
Lee-Clark Primer Rdr.	I	B	45	91	49.45
Unit Scales Att.-1stHf.	II	A	196	399	49.09
Los Ang.Pri. Wd.Rec.	I-II	B	62	127	48.97
Unit Sca.Att.-Lst Hf.	II	A	194	412	47.08
American School Ach.	II	B	258	552	46.74
Unit Sca.Att.-1st Hf.	II	B	206	457	45.18
American School Ach.	II	C	246	574	42.85
Metropolitan Achieve.	II	R	224	529	42.34
Reilley Primary Test	I	A	117	278	42.08
Metropolitan Achieve.	II	S	214	530	40.37
Reilley Primary Test	I	B	113	282	40.07
Unit Sca.Att.-Lst Hf.	II	B	188	473	39.74
Metropolitan Achieve.	I	S	88	227	38.76
Unit Sca.Att.-Lst Hf.	I	B	122	337	36.20
American School Ach.	I	B	65	180	36.11
American School Ach.	I	A	63	176	35.78
Gates Primary Test	I-II	I	131	373	35.12
Metropolitan Achieve.	I	R	83	238	34.87
Unit Sca.Att.-Lst Hf.	I	A	113	326	34.66
Unit Sca.Att.-1st Hf.	Primer	B	72	257	28.01
Unit Sca.Att.-1st Hf.	Primer	A	72	263	27.37

It is interesting to note that the DeVault Primary Test is the highest with seventy-five percent. There are thirteen tests between sixty-eight percent and fifty percent, eleven between forty-nine percent and forty percent, eight between

TABLE VI

thirty-nine percent and thirty-four percent with the Unit Scales of Attainment, First Half, Form A, the lowest with twenty-seven percent.

Table VI shows the percent of the vocabulary of the Reading Foundation Series, the Alice and Jerry Books which are included in the tests.

Tests	Grade	Form	W. Words Checked In Tests	Actual. Total Words	Percent
American School Achievement	I	A	83	375	16.80
	II	A	86	375	17.33
	II	B	86	375	17.33
	II	C	86	375	17.33
	II	A	109	375	19.46
	II	B	107	375	19.06
Detroit Word Recognition Test	I	A	38	375	10.13
	I	B	39	375	10.40
	I	C	41	375	10.93
	I	D	36	375	9.60
Devault Primary Test	I-II	I	100	375	14.00
Evans Primary Test	I	I	131	375	18.75
	I	II	134	375	18.78
	I	III	136	375	18.80
	II	I	131	375	18.77
	II	II	130	375	18.72
	II	III	130	375	18.72
Lee-Clark Primer Reading	I	A	40	100	25.00
	I	B	40	100	25.00
Lee-Clark First Reader	I	A	90	375	21.33
	I	B	92	375	21.53
	II	A	115	375	18.91
	II	B	104	375	18.00
Lee-Clark Word Recognition	I	A	44	375	11.73
	I	B	41	375	10.93
	II	A	62	375	8.91
	II	B	62	375	8.91
Metropolitan Achievement	I	A	68	375	18.13
	I	B	68	375	18.13
	II	A	204	375	50.00
	II	B	214	375	53.78
Melliey Primary Test	I	A	117	375	21.20
	I	B	113	375	20.13

TABLE VI

PERCENT OF VOCABULARY INCLUDED IN THE TESTS

Tests	Grade	Form	No. Words Checked in Tests	Accumd. Basal Vocab.	Percent
American School Achievement	I	A	63	375	16.80
	I	B	65	375	17.33
	II	A	226	771	29.31
	II	B	258	771	33.46
	II	C	246	771	31.90
Detroit Reading Test	II	A	149	771	19.32
	II	B	147	771	19.06
Detroit Word Recognition Test	I	A	38	375	10.13
	I	B	39	375	10.40
	I	C	41	375	10.93
	I	D	35	375	9.33
DeVault Primary Test	I-II	I	108	771	14.00
Gates Primary Test	I	I	131	375	34.93
	I	II	134	375	35.78
	I	III	136	375	36.26
	II	I	191	771	24.77
	II	II	203	771	26.32
	II	III	202	771	26.18
Lee-Clark Primer Reading	I	A	46	180	25.55
	I	B	45	180	25.00
Lee-Clark First Reader	I	A	86	375	22.93
	I	B	92	375	24.53
	II	A	115	771	14.91
	II	B	124	771	16.08
Los Angeles Word Recognition	I	A	44	375	11.73
	I	B	41	375	10.93
	II	A	68	771	8.81
	II	B	62	771	8.04
Metropolitan Achievement	I	R	83	375	22.13
	I	S	88	375	23.33
	II	R	224	771	29.05
	II	S	214	771	27.75
Reilley Primary Test	I	A	117	375	31.20
	I	B	113	375	30.13

TABLE VI

PERCENT OF VOCABULARY INCLUDED IN THE TESTS

Tests	Grade	Form	No. Words Checked in Tests	Amount Based Vocab.	Percent
American School Achievement	I	A	63	375	16.80
	I	B	63	375	17.33
	II	A	326	771	23.21
	II	B	326	771	23.46
	II	C	346	771	21.80
Detroit Reading Test	II	A	143	771	18.55
	II	B	143	771	18.06
Detroit Word Recognition Test	I	A	63	375	16.80
	I	B	63	375	16.60
	I	C	41	375	10.93
	I	D	38	375	8.53
	I-II	I	108	771	14.00
Detroit Primary Test	I	I	131	375	16.93
	I	II	136	375	23.78
	I	III	136	375	26.86
	II	I	161	771	24.77
	II	II	203	771	26.33
	II	III	203	771	26.18
	I	A	46	180	25.55
	I	B	46	180	25.00
Los Angeles First Reader	I	A	66	375	23.83
	I	B	66	375	24.03
	II	A	113	771	14.61
	II	B	124	771	16.08
Los Angeles Word Recognition	I	A	46	375	11.73
	I	B	41	375	10.93
	II	A	63	771	8.81
	II	B	63	771	8.04
Metropolitan Achievement	I	R	63	375	23.13
	I	S	68	375	23.73
	II	R	284	771	24.03
	II	S	314	771	27.73
	I	A	117	375	21.20
Relief Primary Test	I	B	113	375	20.13

TABLE VI Con.

Tests	Grade	Form	No. Words Checked in Tests	Accumd. Basal Vocab.	Percent
Unit Scales of Attainment					
First Half	Primer	A	72	180	40.00
First Half	Primer	B	72	180	40.00
Last Half	I	A	113	375	30.13
Last Half	I	B	122	375	32.53
First Half	II	A	195	771	25.29
First Half	II	B	206	771	26.71
Last Half	II	A	194	771	25.16
Last Half	II	B	188	771	24.38

Table VII shows the percent of the Reading Foundation Series, The Alice and Jerry Books which are included in the tests arranged in descending order.

TABLE VII
PERCENTS OF WORDS IN DESCENDING ORDER

Tests	Grade	Form	No. Words Checked in Tests	Accumd. Basal Vocab.	Percent
Unit Sca. Att.-1st Hf.	I	A	72	180	40.00
Unit Sca. Att.-1st Hf.	I	B	72	180	40.00
Gates Primary Test	I	III	136	375	36.26
Gates Primary Test	I	II	134	375	35.78
Gates Primary Test	I	I	131	375	34.93
American School Ach.	II	B	258	771	33.46
Unit Sca. Att.-1st Hf.	I	B	122	375	32.53
American School Ach.	II	C	246	771	31.90
Reilley Primary Test	I	A	117	375	31.20
Reilley Primary Test	I	B	113	375	30.13
Unit Sca. Att.-1st Hf.	I	A	113	375	30.13
American School Ach.	II	A	226	771	29.31
Metropolitan Achieve.	II	S	214	771	27.75
Unit Sca. Att.-1st Hf.	II	B	206	771	26.71
Gates Primary Test	II	II	203	771	26.32
Gates Primary Test	II	III	202	771	26.18
Lee-Clark Primer Rdg.	I	A	46	180	25.55
Unit Sca. Att.-1st Hf.	II	A	195	771	25.29
Unit Sca. Att.-1st Hf.	II	A	194	771	25.16
Lee-Clark Primer Rdg.	I	B	45	180	25.00
Gates Primary Test	II	I	191	771	24.77
Lee-Clark First Rdr.	I	B	92	375	24.53
Unit Sca. Att.-1st Hf.	II	B	188	771	24.38
DeVault Primary Test	I	I	90	375	24.00
Metropolitan Achieve.	I	S	88	375	23.33
Lee-Clark First Rdr.	I	A	86	375	22.98
Metropolitan Achieve.	I	R	83	375	22.13
Detroit Reading Test	II	A	149	771	19.32
Detroit Reading Test	II	B	147	771	19.06
American School Ach.	I	B	65	375	17.33
American School Ach.	I	A	63	375	16.80
Lee-Clark First Rdr.	II	B	124	771	16.08
Lee-Clark First Rdr.	II	A	115	771	14.91
DeVault Primary Test	II	I	108	771	14.00
Los Ange. Pri. Wd. Rec.	I	A	44	375	11.73
Detroit Wd. Rec. Test	I	C	41	375	10.93
Los Ang. Pri. Wd. Rec.	I	B	41	375	10.93
Detroit Wd. Rec. Test	I	B	39	375	10.40
Detroit Wd. Rec. Test	I	A	38	375	10.13
Detroit Wd. Rec. Test	I	D	35	375	9.33
Los Ang. Pri. Wd. Rec.	II	A	68	771	8.81
Los Ang. Pri. Wd. Rec.	II	B	62	771	8.04

This table shows the Unit Scales of Attainment, First Half, Grade one, Forms A and B, highest with forty percent. There are nine tests between thirty-six percent and thirty percent, sixteen tests between twenty-nine percent and twenty-two percent, twelve tests between nineteen percent and ten percent, with the Detroit Word Recognition Test, Grade One, Form D, Los Angeles Primary Word Recognition Test, Grade Two, Forms A and B, the three lowest with nine percent, eight percent and eight percent.

The Unit Scales of Attainment with forty percent and the Gates Tests ranging from thirty-four to thirty-six percent are the tests with the highest percent of vocabulary common to the Reading Foundation Series.

Table VIII shows the five tests best suited to the Reading Foundation Series, The Alice and Jerry Books according to vocabulary count.

TABLE VIII

Tests	Grade	Form	Percent
Unit Scales of Attainment, First Half	I	A	40.00
Unit Scales of Attainment, First Half	I	B	40.00
Gates Primary Test	I	III	36.26
Gates Primary Test	I	II	35.78
Gates Primary Test	I	I	34.93

The Unit Scales of Attainment with forty percent and the Gates Tests ranging from thirty-four to thirty-six percent are the tests with the highest percent of vocabulary common to the Reading Foundation Series.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study as stated in Chapter I, was to find how well the vocabulary of the ten selected standardized reading tests compare with the vocabulary in the Reading Foundation Series, The Alice and Jerry Books.

The vocabulary of the tests and the basal readers were listed and compared. The data was analyzed to discover:

1. What percent of words included in the ten selected reading tests and in the Reading Foundation Series, The Alice and Jerry Books.
2. The percent of the vocabulary of the Reading Foundation Series, The Alice and Jerry Books which are included in the tests.
3. What test or tests best fits the Reading Foundation Series, The Alice and Jerry Books.

Conclusions

From this investigation the following conclusions are drawn:

1. The tests varied greatly in the number of words tested.
2. The tests varied greatly in the sampling of the vocabulary.

CHAPTER IV

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The purpose of this study as stated in Chapter I, was to find how well the vocabulary of the ten selected standardized reading tests compare with the vocabulary in the Reading Foundation Series, The Alice and Jerry Books.

The vocabulary of the tests and the basal readers were listed and compared. The data was analyzed to discover:

1. What percent of words included in the ten selected reading tests and in the Reading Foundation Series, The Alice and Jerry Books.
2. The percent of the vocabulary of the Reading Foundation Series, The Alice and Jerry Books which are included in the tests.
3. What test or tests best fits the Reading Foundation Series, The Alice and Jerry Books.

Conclusions

From this investigation the following conclusions are drawn:

1. The tests varied greatly in the number of words tested.
2. The tests varied greatly in the sampling of the vocabulary.

3. The DeVault Primary Test, Grade One and Two, Form I, had the highest number of words tested while the Unit Scales of Attainment, First Half Grade One, Form A, had the lowest number of words tested.

4. The Unit Scales of Attainment, First Half Grade One, Forms A and B, had the greatest sampling of vocabulary while the Los Angeles Primary Word Recognition Test, Grade Two, Form B, had the lowest sampling of vocabulary.

5. No test had an adequate sampling of vocabulary for the Reading Foundation Series.

LIMITATIONS OF THE STUDY AND PROBLEMS
FOR FURTHER RESEARCH

Limitations of the Study

The limitations of this study included the following:

1. Only one form of the DeVault Primary Test was used.
2. Only Forms R and S for Grades One and Two of the Metropolitan Achievement Test were used as they were the only ones published at this time.
3. It is difficult to get a fair percentage of a test which covers only half a year, when the basal reader covers the entire year.

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APPENDIX

APPENDIX

American School Achievement Primary I-A

age	east	loaf	shake
ago	egg	look	sheep
and		lost	ship
ant	farm	love	shut
any	farmer		sit
	fed	mail	six
banana	feed	might	south
because	feet	milk	speak
become	fell	mitten	spill
began	fix	mix	star
book	flag		start
brown	frog	near	stay
bump	funny	need	stile
		nest	still
cake	game	next	store
calf	gate	night	swing
called	gave		
came	gay	only	table
candle	glad		take
candy	glass	peanut	teach
catch	goat	pear	think
clean	grade	peep	tie
clear		penny	took
cloud	hammer	people	tooth
coat	hand	piano	touch
cold	hear	pie	town
collar	hide	pig	
cook	home	pin	upon
could		please	
cradle	jump	plum	wait
cried	just	pony	wake
crow		poor	walk
crowd	kind	pretty	want
cut	kitten	puppy	watch
		purple	was
dear	lake	push	way
desk	last	pussy	what
ding	leave		wheat
dish	leaves	rain	which
does	left	ran	while
dollar	legs	rat	whip
drink	life	read	why
drum	lift	ready	wind
duck	light	redbreast	wish
dust	like	reindeer	with
	lily	ride	
each	line	robin	
eagle	lion	rooster	
early	live	rule	
earth		run	

one	un	un	one
two	deux	deux	two
three	trois	trois	three
four	quatre	quatre	four
five	cinq	cinq	five
six	six	six	six
seven	sept	sept	seven
eight	huit	huit	eight
nine	neuf	neuf	nine
ten	dix	dix	ten
eleven	onze	onze	eleven
twelve	deux	deux	twelve
thirteen	treize	treize	thirteen
fourteen	quatorze	quatorze	fourteen
fifteen	quinze	quinze	fifteen
sixteen	seize	seize	sixteen
seventeen	dix-sept	dix-sept	seventeen
eighteen	dix-huit	dix-huit	eighteen
nineteen	dix-neuf	dix-neuf	nineteen
twenty	vingt	vingt	twenty
twenty-one	vingt et un	vingt et un	twenty-one
twenty-two	vingt-deux	vingt-deux	twenty-two
twenty-three	vingt-trois	vingt-trois	twenty-three
twenty-four	vingt-quatre	vingt-quatre	twenty-four
twenty-five	vingt-cinq	vingt-cinq	twenty-five
twenty-six	vingt-six	vingt-six	twenty-six
twenty-seven	vingt-sept	vingt-sept	twenty-seven
twenty-eight	vingt-huit	vingt-huit	twenty-eight
twenty-nine	vingt-neuf	vingt-neuf	twenty-nine
thirty	trois	trois	thirty
thirty-one	trois et un	trois et un	thirty-one
thirty-two	trois-deux	trois-deux	thirty-two
thirty-three	trois-trois	trois-trois	thirty-three
thirty-four	trois-quatre	trois-quatre	thirty-four
thirty-five	trois-cinq	trois-cinq	thirty-five
thirty-six	trois-six	trois-six	thirty-six
thirty-seven	trois-sept	trois-sept	thirty-seven
thirty-eight	trois-huit	trois-huit	thirty-eight
thirty-nine	trois-neuf	trois-neuf	thirty-nine
forty	quatre	quatre	forty
forty-one	quatre et un	quatre et un	forty-one
forty-two	quatre-deux	quatre-deux	forty-two
forty-three	quatre-trois	quatre-trois	forty-three
forty-four	quatre-quatre	quatre-quatre	forty-four
forty-five	quatre-cinq	quatre-cinq	forty-five
forty-six	quatre-six	quatre-six	forty-six
forty-seven	quatre-sept	quatre-sept	forty-seven
forty-eight	quatre-huit	quatre-huit	forty-eight
forty-nine	quatre-neuf	quatre-neuf	forty-nine
fifty	cinq	cinq	fifty
fifty-one	cinq et un	cinq et un	fifty-one
fifty-two	cinq-deux	cinq-deux	fifty-two
fifty-three	cinq-trois	cinq-trois	fifty-three
fifty-four	cinq-quatre	cinq-quatre	fifty-four
fifty-five	cinq-cinq	cinq-cinq	fifty-five
fifty-six	cinq-six	cinq-six	fifty-six
fifty-seven	cinq-sept	cinq-sept	fifty-seven
fifty-eight	cinq-huit	cinq-huit	fifty-eight
fifty-nine	cinq-neuf	cinq-neuf	fifty-nine
sixty	six	six	sixty
sixty-one	six et un	six et un	sixty-one
sixty-two	six-deux	six-deux	sixty-two
sixty-three	six-trois	six-trois	sixty-three
sixty-four	six-quatre	six-quatre	sixty-four
sixty-five	six-cinq	six-cinq	sixty-five
sixty-six	six-six	six-six	sixty-six
sixty-seven	six-sept	six-sept	sixty-seven
sixty-eight	six-huit	six-huit	sixty-eight
sixty-nine	six-neuf	six-neuf	sixty-nine
seventy	sept	sept	seventy
seventy-one	sept et un	sept et un	seventy-one
seventy-two	sept-deux	sept-deux	seventy-two
seventy-three	sept-trois	sept-trois	seventy-three
seventy-four	sept-quatre	sept-quatre	seventy-four
seventy-five	sept-cinq	sept-cinq	seventy-five
seventy-six	sept-six	sept-six	seventy-six
seventy-seven	sept-sept	sept-sept	seventy-seven
seventy-eight	sept-huit	sept-huit	seventy-eight
seventy-nine	sept-neuf	sept-neuf	seventy-nine
eighty	huit	huit	eighty
eighty-one	huit et un	huit et un	eighty-one
eighty-two	huit-deux	huit-deux	eighty-two
eighty-three	huit-trois	huit-trois	eighty-three
eighty-four	huit-quatre	huit-quatre	eighty-four
eighty-five	huit-cinq	huit-cinq	eighty-five
eighty-six	huit-six	huit-six	eighty-six
eighty-seven	huit-sept	huit-sept	eighty-seven
eighty-eight	huit-huit	huit-huit	eighty-eight
eighty-nine	huit-neuf	huit-neuf	eighty-nine
ninety	neuf	neuf	ninety
ninety-one	neuf et un	neuf et un	ninety-one
ninety-two	neuf-deux	neuf-deux	ninety-two
ninety-three	neuf-trois	neuf-trois	ninety-three
ninety-four	neuf-quatre	neuf-quatre	ninety-four
ninety-five	neuf-cinq	neuf-cinq	ninety-five
ninety-six	neuf-six	neuf-six	ninety-six
ninety-seven	neuf-sept	neuf-sept	ninety-seven
ninety-eight	neuf-huit	neuf-huit	ninety-eight
ninety-nine	neuf-neuf	neuf-neuf	ninety-nine
hundred	cent	cent	hundred
hundred and one	cent et un	cent et un	hundred and one
hundred and two	cent-deux	cent-deux	hundred and two
hundred and three	cent-trois	cent-trois	hundred and three
hundred and four	cent-quatre	cent-quatre	hundred and four
hundred and five	cent-cinq	cent-cinq	hundred and five
hundred and six	cent-six	cent-six	hundred and six
hundred and seven	cent-sept	cent-sept	hundred and seven
hundred and eight	cent-huit	cent-huit	hundred and eight
hundred and nine	cent-neuf	cent-neuf	hundred and nine
thousand	mille	mille	thousand
thousand and one	mille et un	mille et un	thousand and one
thousand and two	mille-deux	mille-deux	thousand and two
thousand and three	mille-trois	mille-trois	thousand and three
thousand and four	mille-quatre	mille-quatre	thousand and four
thousand and five	mille-cinq	mille-cinq	thousand and five
thousand and six	mille-six	mille-six	thousand and six
thousand and seven	mille-sept	mille-sept	thousand and seven
thousand and eight	mille-huit	mille-huit	thousand and eight
thousand and nine	mille-neuf	mille-neuf	thousand and nine

American School Achievement Primary I-B

again	engine	kick	sang
bad	enough	kiss	saw
bark	eye	know	say
beautiful	face	left	shoe
bed	father	letter	shop
before	feet	light	show
begin	fell	little	shut
behind	fence	live	sick
beside	fine	love	sled
boy	fire		sleep
brother	five	middle	sly
brush	food	miss	some
bug	fork	money	stay
butter	four	monkey	step
buttercup	fox	mouth	stove
butterfly	friends	must	sugar
buy		nut	sure
	garden	myself	tail
cage	gate		talk
can	gather	nail	teeth
canoe	give	name	thank
car	glad		themselves
care	glass	of	these
cart	goes	on	they
cat	going	over	thing
catch	gold	ox	three
cent	good		tie
chair	goody	pen	till
chase	grass	penny	today
chick		pet	told
chicks	had	pie	touch
circus	hair	pig	town
count	has	place	toy
cracker	heard	plain	tried
crept	heart	plant	turkey
cried	hen	play	turn
cross	here	player	
crow	herself	plum	wall
crowd	hid	put	well
cry	himself		which
cut	hit	rain	will
	hop	rap	wish
daisy		ready	with
day	if	red	within
dear	is	ride	wolf
dove	it	ring	work
down		row	would
draw	kept		
	key	same	

Handwritten Alphabet - French 1-26

un	un	un	un
deux	deux	deux	deux
trois	trois	trois	trois
quatre	quatre	quatre	quatre
cinq	cinq	cinq	cinq
six	six	six	six
sept	sept	sept	sept
huit	huit	huit	huit
neuf	neuf	neuf	neuf
dix	dix	dix	dix
onze	onze	onze	onze
douze	douze	douze	douze
treize	treize	treize	treize
quatorze	quatorze	quatorze	quatorze
quinze	quinze	quinze	quinze
seize	seize	seize	seize
dix-sept	dix-sept	dix-sept	dix-sept
dix-huit	dix-huit	dix-huit	dix-huit
dix-neuf	dix-neuf	dix-neuf	dix-neuf
vingt	vingt	vingt	vingt
vingt-et-un	vingt-et-un	vingt-et-un	vingt-et-un
vingt-deux	vingt-deux	vingt-deux	vingt-deux
vingt-trois	vingt-trois	vingt-trois	vingt-trois
vingt-quatre	vingt-quatre	vingt-quatre	vingt-quatre
vingt-cinq	vingt-cinq	vingt-cinq	vingt-cinq
vingt-six	vingt-six	vingt-six	vingt-six
vingt-sept	vingt-sept	vingt-sept	vingt-sept
vingt-huit	vingt-huit	vingt-huit	vingt-huit
vingt-neuf	vingt-neuf	vingt-neuf	vingt-neuf
un	un	un	un
deux	deux	deux	deux
trois	trois	trois	trois
quatre	quatre	quatre	quatre
cinq	cinq	cinq	cinq
six	six	six	six
sept	sept	sept	sept
huit	huit	huit	huit
neuf	neuf	neuf	neuf
dix	dix	dix	dix
onze	onze	onze	onze
douze	douze	douze	douze
treize	treize	treize	treize
quatorze	quatorze	quatorze	quatorze
quinze	quinze	quinze	quinze
seize	seize	seize	seize
dix-sept	dix-sept	dix-sept	dix-sept
dix-huit	dix-huit	dix-huit	dix-huit
dix-neuf	dix-neuf	dix-neuf	dix-neuf
vingt	vingt	vingt	vingt
vingt-et-un	vingt-et-un	vingt-et-un	vingt-et-un
vingt-deux	vingt-deux	vingt-deux	vingt-deux
vingt-trois	vingt-trois	vingt-trois	vingt-trois
vingt-quatre	vingt-quatre	vingt-quatre	vingt-quatre
vingt-cinq	vingt-cinq	vingt-cinq	vingt-cinq
vingt-six	vingt-six	vingt-six	vingt-six
vingt-sept	vingt-sept	vingt-sept	vingt-sept
vingt-huit	vingt-huit	vingt-huit	vingt-huit
vingt-neuf	vingt-neuf	vingt-neuf	vingt-neuf

American School Achievement Primary II-A

a	bright	deep	farming	hard	labor
about	brook	decide	fastened	have	ladies
after	brother	delicate	father	heard	land
air	brothers	deliver	fearful	heavy	landed
all	busy	depart	feel	helped	large
allow	by	deposit	fellow	her	lazy
along		describes	felt	here	leg
altogether	cables	desire	few	hill	length
an	called	diamond	fields	him	letter
animal	calm	did	fiercely	his	light
animals	camp	difficult	fight	hitched	like
another	cap	dinner	filthy	hold	likes
answered	captain	dirty	find	home	little
any	card	dish	fine	honest	live
anything	care	dishes	fire	hooks	living
are	cars	dismal	first	hope	load
as	Charles	distant	fish	horses	logs
asked	cheerful	do	flat	hot	lonely
at	cent	dock	flour	hour	looked
attempt	cents	doctor	follow	house	looking
away	Chicago	does	following	how	loom
	children	dogs	food	huge	lost
back	chopped	doing	foot	hungry	loudly
baked	circus	doll	for	hunted	lowering
barn	city	dollar	four	hunting	
be	clean	door	friend	hurried	machine
bears	clear	doubt	frightened		made
bed	clip	dough	from	if	make
before	clipped	down	furniture	I'm	makes
beggar	clipping	downhearted		immense	making
begin	close	drew	gardener	in	man
begins	cloth	driver	gave	Indians	many
behind	clouds	duties	gentleman	industrious	map
being	coals		girl	into	Mary's
bell	coarse	each	give	is	may
best	coat	earth	gives	island	means
between	cold	early	glad	it	measure
big	colony	east	gloomy	its	medicine
black	continued	eat	go		men
blossom	cooked	engineer	goes	Jane	mended
blow	corn	every	gold	Japan	mile
blows	costs	everybody	good	jewel	minute
boards	cot	everything	green	John's	miss
boat	could	excuse	ground	journey	mixed
boats	cross		group	joy	morning
Bobby	cut	face	groups	joyful	most
book		fact		jumped	mother
boy	dark	family	had		move
boys	day	far	handfuls	kind	much
bread	days	farmer	happy	knock	my

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American School Achievement Primary II-A

name	possible	sheep	taken	walks
narrow	pounding	sheep's	teacher	want
near	proceed	ship	tell	wanted
never	pulled	shouted	tells	was
new	put	shut	ten	washed
noisy		sick	tent	washing
none	quiet	side	terrified	water
north	quietly	signal	that	way
not		silent	the	we
nothing	ragged	sincere	their	wear
number	receipt	single	them	weeks
numerous	recreation	sink	then	well
	regular	sister	things	went
ocean	reindeer	size	this	were
of	rejoice	sleds	three	west
often	replied	slept	threw	what
old	rides	slowly	time	wheat
on	rings	small	times	when
once	river	smiling	to	where
one	robust	Smith	today	whether
opposite	rocks	so	together	which
or	room	softly	told	while
others	ropes	some	took	whisper
our	rough	something	tops	whistle
out	round	sometimes	toy	who
outdoors	runners	soon	train	whom
outside		sorry	tree	width
over	sad	south	trees	will
own	safe	speak	tricks	window
	said	spool	trip	wish
package	sailors	spring	turn	wishes
pairs	salesman	stamp	turns	with
party	sams	stand	twice	woman
passengers	sand	stands	two	women
pebbles	sat	start	twos	woods
people	saw	steam		wool
perform	scale	step	uncle	word
permit	school	stones	unhappy	words
picked	scout	stop	unhook	worked
picture	scouts	stove	up	would
piece	screaming	strange	uproar	woven
place	secure	stream	useful	
plant	securely	strong	usually	yard
planted	see	summer		yarn
play	send	sun	very	yelling
played	several	swim	visiting	York
plays	sewed		voice	you
please	shake	table		
policeman	shallow	tables	wait	
population	she	take	waiting	

American School Achievement Primary II-B

a	bears	city	easier	gained	insects
above	beast	close	eat	game	into
account	beating	cloth	eats	games	invitation
across	because	cold	egg	garbage	is
address	before	contented	eight	get	it
advance	began	contents	enclosed	girl	its
adventure	behind	cooled	engine	girls	
afraid	beside	corn	ever	give	Jack
after	best	corner	everyone	glad	Jane
afternoon	Betty	correct	exciting	go	Janq's
again	big	costly	expensive	goes	John
against	biggest	costs		good	Junior
ahead	bird	cotton	fair	grass	
air	birds	could	fall	ground	keep
airplane	black	country	far	grows	keeper
alike	blow	cousin	farm		keeps
alive	bold	cows	fast	had	kind
all	book	creature	father	hanging	kinds
alligator	both	creeks	fearfully	hard	know
allowed	boy	crowd	fed	harmless	
altogether	boys	cruel	feed	hat	ladder
among	brave	custom	feel	hailed	lake
an	bread	cut	feet	have	land
anchor	brick		field	he	large
and	broken	dark	fields	head	last
animal	building	date	fiercest	heart	lay
animals	but	day	find	heated	leave
answered	by	daytime	finds	help	leaves
apart		delay	finished	her	length
apparent	called	descent	fire	herd	less
apple	calm	describes	firemen	hide	letter
are	came	devoured	first	him	like
arm	camp	Dick	fish	his	liked
around	can	did	five	holes	likes
arrowheads	cap	different	flaps	hollow	little
arrows	careless	dime	flat	home	live
as	carry	dimes	flies	horse	lived
ask	cat	dinner	flint	hot	lives
asked	catch	direction	fly	hour	long
at	caught	dish	fond	house	look
attend	caves	do	food	how	looking
attracted	cents	does	for	hungry	lose
auto	certain	dog	forests	hunt	
autos	chance	dove	forward	hunting	made
away	cheap	down	found		maid
	chickens	drink	friend	I	make
back	children	driving	frightened	if	makes
banks	chip	during	from	in	man
be	chipped		fruit	include	many
bear	circus	each	full	Indians	may

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American School Achievement Primary II-B

me	other	replied	some	tired	whom
means	our	rescued	something	to	wild
men	out	rest	soon	together	will
merchant	over	restful	speed	told	wind
met	owls	return	spoiled	tomatoes	window
mice	owned	ride	squirrel	tomorrow	wings
milk		right	stable	too	winter
minute	package	road	stamp	took	with
miss	pail	robins	stamps	towards	withdraw
moderate	pair	roof	started	toys	wither
modern	palaces	rows	staying	tree	women
money	paper	rude	steam	trees	woods
month	paragraph		still	trip	wool
moon	parent	safe	sting	turn	words
morning	parents	said	stone	two	would
most	paste	sail	stood		wreck
mother	pasture	sale	stopped	ugliest	write
move	pecked	same	store	uncle	wrong
much	pencil	sand	storekeeper	under	
muscle	people	save	stormy	unfair	yard
must	period	saw	string	unselfish	year
my	permission	say	strolled	until	you
	person	says	suddenly	up	your
near	picked	scented	summer	useless	
needed	picnic	school	Sunday	usually	zoo
nest	placed	scouts	sure		
new	play	sea		valuable	
night	playground	search	table	very	
nine	point	season	take	visit	
no	policeman	see	talk		
noon	pond	seen	tall	wagons	
not	postage	selfishness	taste	wall	
now	potato	separate	teacher	want	
nuts	press	seven	ten	wanted	
	pull	she	that	was	
ocean	purchase	sheep	the	water	
o'clock	push	ship	their	waving	
of	put	shore	them	way	
off		short	then	we	
often	quickly	show	there	week	
old		showed	they	went	
on	rain	sidewalks	these	were	
one	raised	similar	things	wet	
only	ran	sixty	thirty	what	
open	rapid	skin	this	wheat	
opportunity	rather	slow	three	when	
or	rats	small	through	where	
orchard	ready	smith	tie	which	
orchards	received	smooth	time	while	
ordinary	red	snowing	times	who	

American School Achievement Primary II-C

a	bent	carried	do	flower	hill
about	berries	canyon	does	flowers	him
above	beside	caught	dog	flows	himself
accommodated	best	caves	door	flying	hire
afraid	Betty	Charles	doors	follow	his
after	big	charred	down	following	home
afternoon	birds	cheer	dozen	food	hot
again	bite	cheerful	drake	for	hotter
airplanes	black	cherries	dress	forty	hour
alike	boards	choked	dried	found	hours
all	boat	circus	drop	four	house
alone	both	clay	duck's	frigid	how
along	bottom	closed	dull	from	hung
also	bought	cloth		fruit	huge
always	boys	clothes	each	fruits	hut
America	bread	clouds	early	fur	
ancient	breathlessly	clumsy	earn	further	I
and	bright	cold	east		ice
angry	brightly	collect	easy	garden	in
animals	brother	color	eat	George	insects
apart	brown	Colorado	eaten	get	interesting
appeared	buff	colored	earth	give	into
apples	bulb	colors	Edison	glow	is
are	bulbs	comes	electric	go	it
arrested	built	complete	elephants	goes	its
as	burdock	cord	enough	going	
asked	burn	corn	escape	good	Jack
asleep	burned	cotton	even	grain	Jane
at	burnt	could	evening	grand	John
aunt	bushes	cousin	expert	grandfather	joint
awake	but	covers		grass	
awaken	buy	crawl	faced	gray	keep
away	by	cruiser	factory	great	kept
	Byrd	cut	fair	green	kick
back		cuts	fall	ground	kind
bag	cake		far	grow	kinds
ball	called	dance	father	guest	knowledge
balloons	came	dandelion	feathers	gully	
bank	can	dark	feed		lack
bare	candy	days	feeds	haired	ladder
bark		deep	feel	happy	lake
barns		derrick	female	hard	large
baskets		describes	few	has	lasted
be		desire	find	have	leader
bears		did	finish	he	leather
beautiful		different	first	heat	leave
because		dish	fish	held	left
belong		distances	fishermen	her	length
below		diver	fishing	here	lift
beneath		divide	float	high	light

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American School Achievement Primary II-C

like	obey	quality	shoes	take	village
likes	observe	quick	shore	task	visit
little	obtain		short	tells	visits
live	October	rail	side	than	
lived	of	railroad	sighed	that	wagon
look	old	rainfall	silence	the	walked
looked	on	record	silk	their	walking
long	once	red	sizes	them	want
lose	one	regions	skate	then	warm
low	only	relief	skates	there	was
	open	remain	sky	these	watch
machine	opened	remember	sleep	they	watched
machinery	opposite	rented	slices	thickness	way
made	or	result	slow	this	we
making	other	Richard	slowly	those	wear
male	others	ride	small	thought	weeding
many	our	riding	snow	thread	weeds
match	out	rim	so	three	week
matches	over	river	soil	through	weeks
means	overhead	road	sold	throw	well
measure	own	roared	some	time	went
men		Robert	something	tired	were
merely	pale	robins	sometimes	to	west
minute	party	rock	soon	today	wet
mile	peaches	roots	sorry	took	what
miles	peanuts	row	south	top	wheat
misty	penny		speed	toy	wheels
Monday	people	sad	split	travel	when
money	perhaps	said	spoil	tree	where
monkeys	pet	safe	spring	trees	which
month	picture	same	start	tribe	while
more	piece	sand	stay	tricks	who
morning	pieces	saw	steel	trip	wide
most	pine	scare	stem	two	wild
mountain	place	school	stick		will
mountains	plank	second	stopped	uncle	wind
	planks	see	strange	under	window
narrow	planted	seeds	street	until	windows
native	planting	seemed	string	unusual	wings
near	plants	seize	stripped	up	winter
nearly	play	sell	strong	upon	wisdom
nice	pleasant	selling	sudden	us	with
night	poor	set	suddenly	used	woman
no	poorly	settle	sugar	usually	wood
north	poppy	settled	summer		woods
not	possess	seven	sunny	varieties	wool
notice	praise	shape	supplies	vegetables	word
nothing	pulling	shapes	swift	vegetation	would
number	put	she	swiftly	very	
nuts	puts	ship	swimmer	vessel	year
					yelled
					yet
					yield
					yon

quality

Detroit Reading Test Form A

a	city	hang	of	take
afraid	closed	happy	on	telling
all	cold	has	one	ten
always	color	have	our	the
an	colors	he	out	they
and	comes	helped		this
any	corn	hen	pictures	three
anyone	corner	her	play	time
apple	country	him	played	to
around		his	playing	too
asleep	day	home	pretty	top
away	dinner	horse	put	took
at	dog	house	puts	town
	dolls			toy
baby	down	in	rabbit	toys
baby's		into	rabbit's	tree
bad	eat	is	ran	two
bag	eating	it	ready	
ball	enough	its	red	until
balls	every		ride	up
bank	eyes	Jack	rides	
barn		jumped	road	very
basket	farm		rolled	visit
back	fast	kind	run	
be	father	king		wagon
bed	field	kitten	saves	walk
beds	fire		saw	wanted
big	flag	like	school	watch
Billy	flower	little	see	was
black	flowers	live	set	we
blowing	for	lived	she	went
blue	four	long	shining	were
books	fox		sick	when
boys		made	sister	white
box	garden	making	sitting	will
bread	gave	man	slowly	wind
brother	get	Mary	snow	winter
brown	girls	Mary's	so	with
buy	glad	mine	soldier	woods
by	go	money	some	work
	gold	Mother	Spot	
call	grass	mouth	spring	yellow
came	gray		stays	
can	green	name	store	
candy	growing	near	story	
carrying	Gruff	new	strong	
cent		nice	summer	
cents	had	nose	sun	
children	half	not		
Christmas			table	

Detroit Reading Test Form B

a	dark	herself	old	ten
all	day	him	on	that
an	dinner	his	one	the
and	dog	home	open	their
any	down	horse	other	them
are		hot	our	there
around	each	house	out	they
asked	eggs	hurt		this
at	every		paper	tin
ate	eyes	in	papers	to
away		into	part	told
	fast	is	pen	together
baby	fat		piece	too
bad	father	Jack	pig	took
ball	fell	Jack's	pigs	toys
balls	field	John	place	trees
bank	fireman	just	play	
basket	firemen		playing	up
bat	five	keys	player	
bed	flag	kind	poor	very
big	glowers	kitten	pretty	
birds	food		put	wagon
black	for	laughed		wait
blue	from	learning	ran	walk
boat	funny	like	red	was
book		lilies	ride	watch
boy	game	little	riding	water
boys	garden	lived	running	way
box	gave	lives		we
boxes	get	long	said	went
brown	gets	love	saw	were
by	go		school	when
	going	made	see	white
cake	gold	man	sells	will
came	good	Mary	she	win
care	grass	Mary's	sick	windows
cents	gray	men	sled	winter
chickens	grew	might	sleeps	with
children	grow	minded	snow	without
clean		morning	snowing	working
coat	had	money	some	
cold	hand	Mother	store	yard
coming	happy	must	street	you
could	hard		strong	
country	have	nice	sweet	
covered	has	no		
cross	he	not	take	
crying	head		takes	
cut	helped	of	talk	
	helps	off	tall	

Detroit Word Recognition Test Form A

Detroit Word Recognition Test Form B

a	making
and	man
apple	milk
apples	mother
balls	of
bear	on
bed	ones
big	over
bird	
bird's	playing
black	
boy	rain
bread	running
buying	
can	singing
children	sleeping
corn	some
	telling
door	the
down	three
	to
eating	tree
	two
father	
fire	under
flying	up
for	
	walk
girl	water
giving	white
going	with
ground	
her	
hill	
his	
horse	
house	
in	
into	
king	
leaves	
little	

a	little
an	
and	man
apple	making
	milk
	mother
ball	
balls	
bear	of
bed	on
big	one
bird	over
black	
boy	playing
boys	
bread	rain
buying	
	singing
can	sleeping
children	some
corn	
come	telling
	the
door	three
down	to
	tree
eating	two
father	
fire	under
flying	up
for	
	walking
	water
girl	white
girls	with
giving	
going	
ground	
her	
hill	
his	
horse	
house	
in	
into	
king	
leaves	

Detroit Word Recognition Form C

a
after
an
and
apple
apples
around
at

man
milk
mother

of
on
one
over

ball
bed
big
bird
blowing
book
books
boy
box
bread

playing
putting

reading
running

carrying
children
coming

drinking

eating
egg
eggs

sawing
school
singing
small
some
sun

carrying
children
coming

table
the

drinking

train
to

eating

top

egg

tree

eggs

two

father
flowers
flying
for
from

water
wind
with
wood

girl

hill

his

her

horse

house

in

into

looking

leaves

making

Detroit Word Recognition Form D

a
after
and
at

on
over

at
pretty
putting

ball

bed

bird

birds

blowing

book

boy

bread

cans

children

corn

down

dress

drink

eating

father

flying

for

girl

girls

going

hand

happy

her

his

horse

house

in

leaves

little

long

making

man

mother

of

rain

ride

running

sawing

singing

sitting

sleeping

some

taking

the

to

tree

two

under

water

watch

wind

window

with

white

DeVault Primary Reading Test Form 1 Grades 1 and 2

a	frog	one	wheat
again	full	once	where
along		on	who
and	girl	other	why
are	girls		wings
asked	give	plant	with
as	goat	playing	woods
away	go	put	work
	grass		would
ball	grow	ran	
bear		rabbit	yes
bears	has	rabbit's	you
bird	have	rest	young
birds	he		
black	her	said	
blue	house	sat	
bread	houses	say	
box	horses	school	
	how	she	
came	hungry	sheep	
can		sing	
cat	I	so	
children	in	some	
chickens	into	sometimes	
coat	is	squirrels	
could	it	stop	
		sun	
day	know	swim	
did			
does	little	tails	
dog	live	thank	
dogs	log	that	
doll	long	three	
do		the	
	make	then	
ears	men	to	
eat	money	today	
eggs	moon	tree	
	mother	trees	
fast	mouse	two	
feet	mouth		
fish	Mr.	very	
fit			
flag	neither	want	
flew	nest	wanted	
fly	new	was	
found	no	water	
four	nor	well	
for	not	were	
fox		what	

1	2	3	4
10	11	12	13
14	15	16	17
18	19	20	21
22	23	24	25
26	27	28	29
30	31	32	33
34	35	36	37
38	39	40	41
42	43	44	45
46	47	48	49
50	51	52	53
54	55	56	57
58	59	60	61
62	63	64	65
66	67	68	69
70	71	72	73
74	75	76	77
78	79	80	81
82	83	84	85
86	87	88	89
90	91	92	93
94	95	96	97
98	99	100	101
102	103	104	105
106	107	108	109
110	111	112	113
114	115	116	117
118	119	120	121
122	123	124	125
126	127	128	129
130	131	132	133
134	135	136	137
138	139	140	141
142	143	144	145
146	147	148	149
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966	967	968	969
970	971	972	973
974	975	976	977
978	979	980	981
982	983	984	985
986	987	988	989
990	991	992	993
994	995	996	997
998	999	1000	1001

Gates Primary Reading Tests (First Half) Form I

a	closed	finding	how	makes	rain
across	clothes	first	hung	man	rained
again	clock	five		may	ran
an	cluck	fix	I	meat	rats
and	coat	flag	if	men	read
apple	cock	floor	in	mice	red
apples	cocoa	fly	ink	mile	ride
are	colt	flying	into	money	river
asked	cook	foot	is	more	road
automobile	corn	for	it	mother	rock
	corner	fork		mouse	roof
baby	cover	four	journey	must	room
back	cow	fox	jump		root
badly	cross	frog		nail	run
ball	crow	from	keep	name	running
band		full	key	near	runs
bank	dark		king	new	
bark	daughter	game	kite	next	said
barn	dirt	gates	kitten	not	sand
basket	dirty	get	knife		saw
be	dish	go		of	say
bear	divide	goat	lady	office	sea
bed	do	goes	lake	on	see
bell	dog	gold	last	one	seven
big	dog's	got	leaf	only	shall
bird	doll	ground	leave	open	shirt
block	donkey	grow	left	out	shop
blow	door		letter	over	shot
boat	draw	had	lie		should
bottle	dress	hair	lies	pair	showing
bow	drive	hand	lifts	pan	shows
box	drop	hands	light	paper	sign
boy	dropped	has	like	peaches	silk
butter	duck	hat	likes	pears	sit
buy		have	liking	pencil	sits
by	ear	hay	lily	person	skate
	eats	he	line	pick	sleds
can	eating	head	lip	picture	sleep
candy	elephant	hear	little	pies	sleeps
cap	eye	hen	live	pig	slow
car		her	lives	pink	smokes
cat	face	here	loaf	place	smell
cents	falling	hide	long	pleasant	smile
chalk	fan	hill	look	playing	snow
change	fans	his	lost	poison	soldiers
child	farmer	hold		policeman	some
children	fat	holding	made	poor	song
clap	father	hook	maid	pretty	soup
clean	feet	hot	mail	princess	South
cleaning	fight	hour	make	put	stair
	find	house			

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Gates Primary Reading Tests (First Half) Form I

stand	under
stands	up
star	
starts	wagon
stay	walks
stick	walking
stop	wall
store	want
story	wanting
stove	warmer
street	was
strong	water
suit	way
sun	ways
	went
table	what
take	wheat
talk	wheel
talked	when
tall	where
teacher	which
tell	while
tells	white
tent	who
thank	wind
that	window
the	winds
there	with
these	woman
they	wood
thing	woodpecker
things	word
think	wore
this	would
three	write
throw	writing .
tie	
time	you
to	young
told	your
took	
top	
town	
toy	
train	
tree	
tress	
try	
twelve	
two	

THE HISTORY OF THE UNITED STATES OF AMERICA

1776	July 4	Independence
1787	September 17	Constitution signed
1791	September 16	Bill of Rights adopted
1800	January 1	Washington becomes first President
1803	April 30	Louisiana Purchase
1812	August 24	War of 1812 begins
1820	March 3	Maryland becomes last state to join Union
1823	December 22	Monroe Doctrine
1845	December 19	Texas joins Union
1848	February 2	California joins Union
1850	September 9	Compromise of 1850
1861	April 4	South Carolina secedes
1862	September 22	Emancipation Proclamation
1865	April 9	Confederacy surrenders
1869	March 3	Reconstruction begins
1877	February 22	Compromise of 1877
1898	April 25	Spanish-American War
1901	September 18	Yellow Fever Epidemic
1903	October 3	Wright Brothers fly first airplane
1909	January 20	William Howard Taft becomes President
1913	March 4	Woodrow Wilson becomes President
1917	April 6	United States enters WWI
1918	November 11	WWI ends
1920	January 20	Warren G. Harding becomes President
1921	March 4	Calvin Coolidge becomes President
1923	October 3	Hoover becomes Director of FBI
1929	October 29	Wall Street Crash
1933	March 4	Franklin D. Roosevelt becomes President
1939	September 1	WWII begins
1945	August 15	WWII ends
1947	January 30	Truman becomes President
1950	June 25	Korean War begins
1954	July 1	Desegregation of schools
1957	October 4	Sputnik launched
1960	January 20	John F. Kennedy becomes President
1963	November 22	John F. Kennedy assassinated
1964	November 3	LBJ becomes President
1968	November 5	Nixon becomes President
1970	May 4	My Lai Massacre
1972	November 7	Nixon re-elected
1974	August 9	Nixon resigns
1976	January 20	Gerald R. Ford becomes President
1980	January 20	Jimmy Carter becomes President
1981	March 30	Iranian Hostage Crisis
1982	January 20	Ronald Reagan becomes President
1984	November 3	Reagan re-elected
1987	September 11	Iran-Contra Affair
1988	November 3	Dwight D. Eisenhower becomes President
1991	August 6	Soviet Union collapses
1992	January 20	Bill Clinton becomes President
1994	November 3	Clinton re-elected
1996	November 3	Clinton re-elected
1998	January 20	Clinton re-elected
2001	January 20	George W. Bush becomes President
2003	March 20	Iraq War begins
2004	November 3	Bush re-elected
2006	November 3	Bush re-elected
2008	November 3	Barack Obama becomes President
2009	January 20	Obama re-elected
2010	November 3	Obama re-elected
2012	November 3	Obama re-elected
2013	January 20	Obama re-elected
2014	November 3	Obama re-elected
2015	November 3	Obama re-elected
2016	November 3	Donald Trump becomes President
2017	January 20	Trump becomes President
2018	November 3	Trump re-elected
2019	November 3	Trump re-elected
2020	November 3	Joe Biden becomes President

Gates Primary Reading Test Form II

a	camp	eating	hiding	lives	part
again	can't	eats	high	look	passed
all	care	egg	hill	looking	pens
always	card	eggs	him	lost	picture
an	cart	elephant	his	lunch	piece
and	cat	every	hit		pig
are	cent	eyes	hits	made	place
asked	change		hold	mail	plain
automobile	cheese	fair	horn	make	play
away	cherry	fairy	horse	man	playing
	child	family	hot	many	policeman
baby	children	fanning	hour	march	porch
bark	church	fans	house	mark	pot
bag	clang	farmer	houses	marks	prince
ball	clock	faster	how	matches	pull
balloon	comb	fastest	hungry	me	pulls
band	come	father	hurt	met	pumping
bank	cook	feathers		milk	pumpkin
bark	cool	feed	I	milking	punches
barn	corn	feel	if	miss	puppy
be	cotton	few	in	money	put
bear	country	field	into	monkey	
been	cover	fields	is	month	rabbit
before	cow	find	it	morning	raining
bell	cows	fire	its	mother	rat
between	crayon	first		mouth	rather
big	crying	fish	kind	my	read
bird	cup	five	king		reading
bite		flag	kitchen	nails	real
black	dance	flour	kite	napkin	rides
bloom	dark	flowers	kitten	near	riding
boat	desk	fold	know	neck	right
book	did	for		need	ring
box	digs	four	lake	nice	rings
boy	dish	frog	lamb	not	river
brave	do	from	land		road
bring	doing	*	large	of	robin
brown	dog	had	last	old	roll
build	doll	hammer	lay	on	roof
bump	dolls	hand	lays	one	rooster
bumps	down	hands	leave	orange	rope
bunch	draw	handkerchief	left	out	run
burn	dress	hard	leg	own	running
buy	drink	has	let		
by	drinking	he	lights	page	said
	drum	head	like	pail	sand
cage	duck	help	likes	pair	saw
cake	ducks	hen	line	pairs	school
call		her	little	pan	sea
came	eat	here	live	paper	saw

+ geese goat grade
 girl goes grass
 go good green

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Gates Primary Reading Test Form II

sews	two
she	
shoe	under
should	
show	very
showing	
shows	wagon
side	walk
singing	walking
sister	walks
sit	wall
skate	want
skips	was
sleeps	wash
snow	watch
soap	water
soldier	way
some	went
south	were
state	what
stick	where
store	which
street	white
swim	who
swimming	why
swing	wife
	will
table	wind
takes	window
talk	wing
teacher	winter
ten	wish
than	wisher
that	with
the	woman
then	woodpecker
these	word
they	write
thing	
this	you
to	young
told	your
took	
toy	
toys	
train	
tree	
turn	
turned	
turns	

Tables Primary Reading Test Form II

one	one
two	two
three	three
four	four
five	five
six	six
seven	seven
eight	eight
nine	nine
ten	ten
eleven	eleven
twelve	twelve

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Tables Primary Reading Test Form II

one	one
two	two
three	three
four	four
five	five
six	six
seven	seven
eight	eight
nine	nine
ten	ten
eleven	eleven
twelve	twelve
thirteen	thirteen
fourteen	fourteen
fifteen	fifteen
sixteen	sixteen
seventeen	seventeen
eighteen	eighteen
nineteen	nineteen
twenty	twenty
twenty-one	twenty-one
twenty-two	twenty-two
twenty-three	twenty-three
twenty-four	twenty-four
twenty-five	twenty-five
twenty-six	twenty-six
twenty-seven	twenty-seven
twenty-eight	twenty-eight
twenty-nine	twenty-nine
thirty	thirty
thirty-one	thirty-one
thirty-two	thirty-two
thirty-three	thirty-three
thirty-four	thirty-four
thirty-five	thirty-five
thirty-six	thirty-six
thirty-seven	thirty-seven
thirty-eight	thirty-eight
thirty-nine	thirty-nine
forty	forty
forty-one	forty-one
forty-two	forty-two
forty-three	forty-three
forty-four	forty-four
forty-five	forty-five
forty-six	forty-six
forty-seven	forty-seven
forty-eight	forty-eight
forty-nine	forty-nine
fifty	fifty
fifty-one	fifty-one
fifty-two	fifty-two
fifty-three	fifty-three
fifty-four	fifty-four
fifty-five	fifty-five
fifty-six	fifty-six
fifty-seven	fifty-seven
fifty-eight	fifty-eight
fifty-nine	fifty-nine
sixty	sixty
sixty-one	sixty-one
sixty-two	sixty-two
sixty-three	sixty-three
sixty-four	sixty-four
sixty-five	sixty-five
sixty-six	sixty-six
sixty-seven	sixty-seven
sixty-eight	sixty-eight
sixty-nine	sixty-nine
seventy	seventy
seventy-one	seventy-one
seventy-two	seventy-two
seventy-three	seventy-three
seventy-four	seventy-four
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seventy-six	seventy-six
seventy-seven	seventy-seven
seventy-eight	seventy-eight
seventy-nine	seventy-nine
eighty	eighty
eighty-one	eighty-one
eighty-two	eighty-two
eighty-three	eighty-three
eighty-four	eighty-four
eighty-five	eighty-five
eighty-six	eighty-six
eighty-seven	eighty-seven
eighty-eight	eighty-eight
eighty-nine	eighty-nine
ninety	ninety
ninety-one	ninety-one
ninety-two	ninety-two
ninety-three	ninety-three
ninety-four	ninety-four
ninety-five	ninety-five
ninety-six	ninety-six
ninety-seven	ninety-seven
ninety-eight	ninety-eight
ninety-nine	ninety-nine
one hundred	one hundred

Tables Primary Reading Test Form II

Gates Primary Reading Test Form III

a	by	does	funny	kite	of
airplane		dogs		kitten	office
all	cabbage	doll	garden	knew	old
almost	cage	dollar	gate		on
alone	cake	dolly	gave	lamp	once
an	calf	donkey	geese	late	one
and	call	door	girl	laugh	only
animal	came	down	give	leaves	orange
apples	captain	draw	go	letter	oranges
are	carrots	dress	goat	lettuce	out
arm	cat	drink	going	like	oven
arms	caterpillar	drinking	grass	likes	over
asleep	cart	drum	grapes	line	oxen
at	cent	duck	green	lion	
ate	change		grow	lip	page
	cheese	each	guess	little	paint
baby	chick	eagle		live	pair
back	chicks	ears	had	lives	pan
ball	chicken	eat	hall	log	papa
band	children	eats	hand	look	paper
bank	chimney	eggs	has	looking	park
bark	Christmas	elephant	hat	loss	peanut
barn	circus	end	have		peanuts
barns	city	engine	hay	made	pears
basket	cleaning	eye	he	mail	pen
bat	climb		hen	make	pencil
beautiful	climbing	face	her	makes	penny
bed	climb	factory	here	making	person
before	coat	fairy	hiding	man	picture
bell	clock	family	him	meadows	pie
best	close	father	his	milk	piece
big	cloth	feet	holding	money	pig
biggest	come	fill	home	monkey	pigeon
bird	corn	find	honey	moon	pin
black	corner	fine	hop	more	plant
boat	cow	fire	horse	mother	plums
book	cradle	fish	horses	mouse	policeman
bookkeeper	cried	five	house	must	pony
bottle	cross	flag	hungry		potatoes
bows	crow	flies		nail	pretty
box	cup	flower	I	name	prince
boy	cut	flowers	in	neat	pumpkins
brave		fly	into	nest	pupil
bread	daisy	food	is	nice	puppy
bringing	dance	for	it	nickel	put
broken	den	fork		night	
broom	dig	four	jar	nine	queen
bunch	dirty	fox	just	nose	
butter	do	from		not	rabbit
buttercup	doctor	full	kitchen		rabbis

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Gates Primary Reading Test Form III

raining	stick	was
raises	stocking	wash
reading	stockings	watch
ride	stone	waves
rides	stop	what
riding	stove	were
ring	sugar	wheat
road	suit	wheel
robin	swallow	when
rock	sweater	white
roll	sweet	who
rooster	swim	wigwam
rope	swimming	wing
rose	swing	winter
run		wish
running	table	wolf
runs	tail	wood
	take	work
sail	takes	works
Santa	talk	would
says	teacher	
sees	telephone	yellow
shake	that	you
she	the	
ship	their	
shoe	them	
show	there	
silver	these	
sister	they	
sitting	thing	
sits	things	
skate	think	
sled	this	
sleep	thought	
smell	three	
smile	tiger	
smoke	toy	
smoking	toys	
snows	to	
some	tree	
something	trees	
soon		
splash	under	
spoon	uses	
spring		
squirrel	wagon	
squirrels	waiting	
stand	wall	
standing	wanted	
stay	warm	

Lee-Clark Reading Test
Primer Form A

a	make	toast
am	man	
and	may	under
at	me	
	met	wagon
ball	nice	want
birthday	milk	was
black	mouth	went
blue	must	wish
boy	my	with
breakfast		work
brings	not	
cake	old	
can	on	
candles	out	
children		
	pail	
did	papers	
dog	party	
draw	play	
	playhouse	
eggs	pretty	
	put	
feet		
foot	ran	
for	read	
	red	
girl	rides	
good	right	
	rooster	
help	run	
her		
him	said	
horse	sand	
house	says	
	six	
ice	some	
in	spade	
is		
	Terry	
Jack	that	
Jane	the	
	then	
kitty	they	
	this	
like	thought	
little	through	
	throws	
mail	to	

Lee-Clark Reading Test
Primer Form B

a	mail	toast
am	make	
and	man	under
at	may	
	me	wagon
birthday	met	want
black	nice	was
blue	milk	went
boat	mouth	wish
boy	must	with
breakfast	my	work
brings		
	not	
cakes		
can	old	
candles	on	
children	out	
did	pail	
dog	papers	
draw	party	
	play	
eggs	playhouse	
	pretty	
feet	put	
foot		
for	ran	
	red	
garden	rides	
girl	right	
good	run	
	runs	
help		
her	said	
him	sand	
horse	says	
house	six	
	some	
ice	spade	
in		
is	Terry	
	that	
Jack	the	
Jane	then	
	they	
kitty	this	
	thought	
like	through	
little	throws	
	to	

January - February 1965				January - February 1965			
Station		Time		Station		Time	
1	2	3	4	1	2	3	4
5	6	7	8	5	6	7	8
9	10	11	12	9	10	11	12
13	14	15	16	13	14	15	16
17	18	19	20	17	18	19	20
21	22	23	24	21	22	23	24
25	26	27	28	25	26	27	28
29	30	31	32	29	30	31	32
33	34	35	36	33	34	35	36
37	38	39	40	37	38	39	40
41	42	43	44	41	42	43	44
45	46	47	48	45	46	47	48
49	50	51	52	49	50	51	52
53	54	55	56	53	54	55	56
57	58	59	60	57	58	59	60
61	62	63	64	61	62	63	64
65	66	67	68	65	66	67	68
69	70	71	72	69	70	71	72
73	74	75	76	73	74	75	76
77	78	79	80	77	78	79	80
81	82	83	84	81	82	83	84
85	86	87	88	85	86	87	88
89	90	91	92	89	90	91	92
93	94	95	96	93	94	95	96
97	98	99	100	97	98	99	100

Lee-Clark Reading Test First Reader Form A

a	dream	Jack	playground	threw
about	duck	jump	please	tired
afraid		jungle	postmaster	to
again	ears		post office	toy
an	eat	kitty	put	toys
and	egg	knew		traps
animals	eggs		rat	tree
another	elephant	last	red	trunk
anything	elephants	let	robin	try
at		letter	roll	turned
ate	farmer	liked	rolled	twelve
automobiles	feathers	likes		two
	feet	line	said	
baby	fight	listened	sat	under
banana	first	little	seed	
barked	flew	live	seeds	warm
bath	floor		shelf	was
big	flower	made	shoes	washed
bird	for	mail	showed	water
birds	found	make	sick	weeks
black	from	man	slid	went
block		many	slide	were
blow	girl	mice	snow	when
blows	grass	milk	soldiers	while
boy-wow	great	mother	something	white
boy	green	much	sometimes	will
breakfast	grew	mud	song	window
brook	grow		sorted	wise
brownies		near	squealed	worms
	had	need	squirrel's	
calves	hand	nest	stamp	yellow
came	happy	never	stamped	
cap	has	nose	steps	
carried	hay	not	sticks	
cat	he		store	
cents	hen	of	strong	
chickens	here	off	Sue	
choo-choo	hid	old	supper	
churn	hide	on	swim	
climbed	hill	once		
cloth	his	open	takes	
coat	hold	other	taste	
cotton	how	out	teeter	
curly	hungry	over	ten	
	hurry		that	
dead	hurt	package	the	
dog		party	their	
dolls	in	pigs	them	
Donald	is	pink	there	
draw	it	planted	three	

Lee-Clark Reading Test First Reader Form B

a	dolls	hungry	pigs	their
about	Donald	hurry	pink	they
afraid	drank	hurt	playground	thing
again	draw		please	thread
airplane	dress	in	poor	three
an	ducks	into	postmaster	tied
and		is	post office	to
animals	ears	it	put	toy
another	eat			toys
anything	egg	Jack	ran	train
at	eggs	Jane	rat	trunk
ate	elephant	jumps	red	try
	eyes		river	turned
ball		kick	robin	two
banana	farm	kitty	roll	twelve
bank	faster		running	
barked	fed	let		under
began	feed	letter	said	
big	flew	letters	Santa	visit
bill	flower	liked	sang	
bird	frightened	line	sat	walked
birds	from	little	saw	wanted
bites	full	live	seeds	warm
black			she	was
block	girl	made	shelf	washed
blow	grass	make	showed	water
blows	great	man	sick	weeks
bow-wow	green	many	sleep	weighed
boy	grew	nice	slide	went
bread	grow	milk	snake	were
bright		mill	snow	when
butter	had	mother	some	while
	hand	mouth	something	wise
calls	has	much	sometimes	with
came	hatch		sorted	
carried	he	nest	spoon	
cat	hen	night	squirrel's	
cents	her		stamp	
chickens	here	of	stayed	
choo-choo	hid	off	steps	
churn	hide	on	store	
clock	hill	open	supper	
cloth	him	opened	swim	
coat	his	other		
comes	hold	out	takes	
cotton	holes		talk	
cows	horn	package	tester	
cream	horses	paper	ten	
	how	party	that	
dog	humming	peeped	the	
	hung			

Los Angeles

Primary Word Recognition Test Form I

Primary Word Recognition Test Form II

about	had	saw	about	hardly	same
along	happy	scare	along	has	saw
among	hardly	scatter	among	hasten	scare
apple	has	scrap	around	hat	scatter
around	hasten	scrape		hen	scissors
	hat	seven	baby	his	scrap
ball	hen	sharp	ball	horse	seven
bear	his	shoes	believe	house	should
behind	house	should	big	hungry	shoulder
believe	hungry	shoulder	bird		sing
big		sing	blossoms	inclose	six
bird	inclose	soap	blue	include	soap
blossoms	include	some	boat	increase	some
blue	increase	sound	book	indeed	sound
book	indeed	spoon	bottle		spoon
boots	Indian	spring	boy	king	spring
bring		square	bring	knife	squirrel
brought	king	squirrel	brought		swimming
butterfly	kite	stove		ladder	
	knife		came	letter	table
came		table	chair	lion	telegraph
cat	ladder	telegraph	chimney		telephone
chair		telephone	come	monkey	temporary
chimney	mouse	temporary	could	mouse	tendency
clock		tendency			thing
come	owl	thing	dancing	nest	thorough
could		thorough	dog		thought
cow	pan	though		owl	through
cup	penny	thought	eating		tree
	piece	three	even	pan	two
dog	pig	through	every	penny	
donkey	plant	train		piece	very
	planted	tree	five	pig	
egg	play		flag	plant	wagon
even	please	very	flower	planted	want
ever	pound		flying	play	war
every	pretty	want	fork	please	was
	promise	war	four	pound	watch
fish	public	was	frog	promise	went
five	purchase	went		public	what
fork	purpose	what	girl	purchase	where
four		where	go	purpose	which
frog	rabbit	which	goat		who
funny	ran	who	good	ran	window
	red	with	ground	red	with
girl	rolled	would		rolled	woman
go	round		had	round	would
goat	run		happy	run	writing
good				running	
ground	same				

Metropolitan Achievement Test (Reading)
Primary 1 Battery: Form R

a	crowd	happy	money	short	wall
airplane	cup	having	moon	sighs	war
all	cuts	he	mother	sings	warm
and		heavy		slices	was
animals	deep	help	night	sly	wash
apple	de r	her	nose	small	waste
apples	dip	hers	nuts	smiling	water
at	dish	hid		some	weed
away	dog	high	of	soon	what
	doll	him	oil	sound	wheel
baby	door	his	on	soup	where
ball	dress	hit	one	spoon	wide
banks	drink	hook	only	squirrel	willow
basket		horn	orange	stars	window
bath	ear	horse	our	step	winning
bear	egg	house	own	sticks	wish
bed	enter	how		stones	wished
bee		hungry	package	stop	with
beets	face		pair	stove	wolf
before	fair	ill	pan		woman
bell	far	in	party	table	wonder
below	farmer	is	peaches	takes	
bird	father		peas	talking	
black	find	jam	people	tall	
boot	finding	Jane	pets	tell	
both	fire	jar	pieces	the	
bowl	fish	job	plant	them	
box	fished	jump	plate	there	
bread	fishing		play	these	
	five	keep	pretty	they	
cabbage	flower	kettle	pulling	this	
cabbages	food	key	puppy	three	
cake	foot		purple	throw	
can	for	large		today	
candles		learn	rat	tray	
candy	gate	leaves	rings	turtle	
cane	girl	lesson	rough	two	
car	give	letter	round		
carriages	go	lily		ugly	
chair	goat	listen	scissors	under	
chasing	gold	look	seat		
child	gone	looking	seven	valley	
coat	good	lovely	several	vegetable	
come		low	she		
cook	hair		sheep	wagon	
corn	ham	man	shining	waiter	
cow	hand	map	shoe	walk	
		may	shoes	walking	

Metropolitan Achievement Test (Reading) Primary 1 Battery: Form S

a	cart	hand	paint	stand
above	catch	hang	paper	star
across	chair	hard	park	stars
after	chicks	harm	pencils	start
again	child	has	plate	stay
always	children	hat	play	still
am	church	have	pot	stones
and	city	he		stocking
animal	cold	head	queen	stories
apple	cook	hear		story
apples	cottage	held	rain	sun
apron		her	rains	
are	dark	here	ran	table
arm	dash	high	ribbon	take
asleep	digging	his	ring	teeth
at	dog	hits	rings	that
away	dress	horse	road	the
			robin	them
baby	eating	ice	rocks	there
ball	eggs	in	run	they
band	every	is		thin
bark		it	sail	thinks
barn	far		sang	those
basket	farm	jacket	school	three
before	farmer	jump	scratch	to
beside	fat		search	tree
big	fence	keep	see	turkey
black	flag	kind	sew	
blue	flew	kite	shall	under
boat	flower	kitten	she	unless
book	flowers		shoe	until
bottle	foot	lamp	shoes	
bowl	four	land	shone	very
boy	fox	large	sighs	
branch	fresh	late	sign	watch
brass	fruit	little	sing	we
bread	fruits	lunch	sir	were
bridge			sirs	when
bring	game	might	six	where
brown	gave	milk	small	who
brush	girl	mine	smooth	will
bunch	girls		snow	window
bush	give	new	sold	winter
by	gives	newspaper	some	with
	gloves	nice	son	word
calf	going	night	song	work
came	grass	nine	spill	
camel	green	nuts	splash	young
card			spoon	yours
care	had	of	squirrel	

International Phonetic Alphabet (IPA) Symbols

English	IPA	English	IPA	English	IPA
about	ə	about	ə	about	ə
after	ɑː	after	ɑː	after	ɑː
again	ɡeɪn	again	ɡeɪn	again	ɡeɪn
ago	əˈɡoʊ	ago	əˈɡoʊ	ago	əˈɡoʊ
all	ɔːl	all	ɔːl	all	ɔːl
also	ɔːlsoʊ	also	ɔːlsoʊ	also	ɔːlsoʊ
and	ænd	and	ænd	and	ænd
any	eni	any	eni	any	eni
are	ɑː	are	ɑː	are	ɑː
as	əz	as	əz	as	əz
at	ət	at	ət	at	ət
be	bi	be	bi	be	bi
because	biˈkɒz	because	biˈkɒz	because	biˈkɒz
been	biːn	been	biːn	been	biːn
but	bət	but	bət	but	bət
by	baɪ	by	baɪ	by	baɪ
can	kæn	can	kæn	can	kæn
could	kʊd	could	kʊd	could	kʊd
do	doʊ	do	doʊ	do	doʊ
does	dʌz	does	dʌz	does	dʌz
from	fɹəm	from	fɹəm	from	fɹəm
for	fɔː	for	fɔː	for	fɔː
had	həd	had	həd	had	həd
has	həz	has	həz	has	həz
have	həv	have	həv	have	həv
he	hi	he	hi	he	hi
his	hɪz	his	hɪz	his	hɪz
how	haʊ	how	haʊ	how	haʊ
if	ɪf	if	ɪf	if	ɪf
in	ɪn	in	ɪn	in	ɪn
is	ɪz	is	ɪz	is	ɪz
it	ɪt	it	ɪt	it	ɪt
me	mi	me	mi	me	mi
of	əv	of	əv	of	əv
on	ən	on	ən	on	ən
or	ɔː	or	ɔː	or	ɔː
so	soʊ	so	soʊ	so	soʊ
that	ðæt	that	ðæt	that	ðæt
the	ði	the	ði	the	ði
there	ðeə	there	ðeə	there	ðeə
to	tu	to	tu	to	tu
us	əs	us	əs	us	əs
was	wəz	was	wəz	was	wəz
we	wi	we	wi	we	wi
will	wɪl	will	wɪl	will	wɪl
you	ju	you	ju	you	ju

Metropolitan Achievement Test (Reading) Primary II Battery: Form R

a	blow	chair	defend	found	hottest
about	blue	chalk	dirt	fountain	hound
accident	boat	chase	doctor	from	house
afloat	book	cheaper	does	fruit	houses
after	boot	cherries	doesn't		houseboats
afternoon	bottle	chicken	dog	garden	howl
afraid	bottom	chief	doll	generous	huts
ago	box	chiefly	dollar	George	
air	boy	child	door	get	I
Alice	boys	children	Dot	giants	ice
am	boy's	chimney	drives	girl	if
and	bow	China	dry	glad	igloos
animals	bow-wow	Chinese	drying	gloves	in
another	bread	Christmas		go	infant
apple	breakfast	circus	eats	gone	into
apples	bring	city	early	good	is
are	brook	clean	Easter	got	it
arm	brooks	climbed	eggs	grain	
as	brother	clock	enables	Grace	Jack
asleep	brought	cloth	enemies	grapes	Jane
at	brown	coal	envelope	gray	Janie
avoided	brush	coasted	even	green	Jill
away	build	coasting	evening	growth	John
	bunny	cocoa	every		jumped
back	burned	collect		had	June
bake	burning	collie	fall	handle	
baked	but	come	falls	hands	keep
ball	butcher	cooked	false	has	kept
balloon	butterfly	cool	families	hat	killed
banana	buy	corn	farm	have	King
bark	buys	cotton	farmer	hay	kite
barn	by	could	farms	hayfield	kitten
barrel		country	fast	he	knew
bead	cage	courteous	Father	head	known
bears	cake	cousin	fell	healthier	
beasts	called	covered	felt	heated	Laddie
beautiful	can	curtain	fields	Helen	lamb
because	candle	cut	find	helped	lamp
bee	cap		fire	Henry	land
before	car	damp	fires	her	landlord
bell	careful	danger	first	here	lantern
Ben	carpet	dangerous	fish	hid	late
bench	carried	dark	fishing	hide	layer
big	carries	dash	five	hiding	lemonade
bird	carves	day	floor	high	letters
birds	cat	days	flowers	him	lettuce
bitter	caught	death	fly	his	life
black	cave	decided	foam	hog	lighted
blindness	caves	decks	food	home	lion
blossoms	cellar	deep	for	hood	live

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Metropolitan Achievement Test (Reading) Primary II Form R

living	orange	radish	stamp	towers
long	our	rains	start	trailer
look	out	ran	stay	train
loud	oven	rapidly	still	tree
loves	over	rather	stole	trees
	overboard	reached	stone	trousers
machine		read	stones	tube
made	paint	rent	stood	turnip
magazine	pan	rides	story	two
man	pansy	ring	stove	
many	paper	rivers	student	until
marble	park	road	sugar	up
March	party	robin	summer	us
marriage	peach	rock	sweet	used
Mary	peaches	rug	swim	
me	peat	run		wading
meat	pen	runs	table	wagon
medicine	pencil	Ruth	take	warm
men	people		tall	was
mend	Peter	sad	taste	washed
milk	picnic	safe	teacher	watch
mine	pie	safer	Ted	watchman
minister	piece	sail	tell	water
miss	pig	says	tells	watered
more	pillow	school	tents	we
moss	place	scolded	than	wears
most	places	seeds	Thanksgiving	went
Mother	plains	seven	that	were
mouse	planted	she	the	wetter
much	planting	shoe	their	wheel
my	play	short	them	wheels
	played	sing	themselves	when
name	plenty	sister	then	where
Ned	plum	skin	there	which
nest	poem	skip	they	white
newspaper	police	skirt	thing	who
next	polite	sled	this	whole
right	pony	slow	those	wide
no	praised	snow	three	wild
noise	preserver	so	time	will
noon	pretty	some	timid	window
not	Prince	someone	tiny	wing
nurse	protected	song	to	winter
	pulls	soon	toes	with
of	punished	sorry	Tom	wood
off	pupil	soup	too	woods
on	put	sour	took	wool
once		sparked	tool	worse
one	quiet	spring	top	would
open		sprinkled	torch	
				yard

Metropolitan Achievement Test (Reading) Primary II Battery: Form S

a	Bill	chef	car	gate	hound
about	Billy	cheerful	ears	general	hours
according	bird	Chicago	eastern	generally	house
ago	birds	child	eat	girl	houses
air	bites	children	eats	girl's	how
airplane	blue	chimney	eggs	give	
airplanes	boards	China	enjoy	gives	I
alert	boat	Chinese	escaped	glad	if
Alice	Bob	Christmas	every	glider	I'll
all	books	city	expense	gliders	in
almost	bought	club	eye	gliding	Indians
alone	bow	clubs	eyes	glue	industry
always	boy	coat		go	insects
am	branch	color	failure	goat	into
America	bread	come	Father	good	is
an	break	considerable	far	got	it
and	brown	corn	farm	grass	
Anne	bubble	cost	farmer	green	Jack
apple	bucket	country	farms	ground	jacket
apples	building	cow	feather	group	Jane
apron	built	coward	feathered	grove	jelly
are	business	currents	feathers	growing	John
around	but	cupboard	February	guided	just
at	butcher	cut	feed	Gypsies	
ate	butler		feeds		keep
attract	buy	daisy	fine	half	keeping
aunt	by	Dan	finger	handle	kept
automobile		dance	fire	happiness	key
away	cable	dangerous	first	happy	knee
	cables	days	five	has	knife
baby	cake	December	flag	hat	
baker	called	deck	fly	have	lamp
ball	can	deer	flying	having	large
band	cane	desk	following	hay	late
bark	canvas	Dick	food	he	launched
barrel	captain	dig	fool	health	lays
be	car	disease	for	hear	leaf
beans	Carl	dishes	fork	hears	left
bear	carpenter	doesn't	form	hearth	legs
because	carrots	dog	fort	hen	lemons
becoming	carry	dogs	four	Henry	less
bed	cart	doll	fox	her	life
before	cat	dollars	France	here	light
being	catch	door	friends	his	lighted
bell	caught	dozen	from	hoe	like
best	cellar	dress	front	hole	likes
Betty	chain	drive	fruit	home	lily
beyond	chair	drives		homes	listen
bicycle	check	drum	gains	hoses	listening
big	cheek	dwelling	garden	hose	little
					lived

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Metropolitan Achievement Test (Reading) Primary II Battery: Form S

logs	orchards	round	speed	twenty
long	other	runs	sport	twig
longest	others		sports	two
lower	our	sad	steer	
lying	out	said	steered	under
	over	same	stick	until
made	owns	sap	stones	upright
make		school	store	use
man	pansy	scooter	story	used
many	paper	seam	success	useful
Martin	paragraph	seams	summer	usually
Mary	pasture	seat	Susie	
mat	pattern	seeds		value
May	Paul	seeding	table	very
me	people	seem	tag	
means	persons	seems	Ted	wagon
meat	piece	sees	tells	waiter
men	plane	several	tents	wall
milk	plate	sew	term	walnut
misery	plays	sewed	than	was
mitten	plow	sharp	that	watchdog
more	policeman	she	the	watchdogs
mother	pool	sheep	theater	watching
motor	poor	shelves	their	we
mouse	popular	shoes	them	wear
move	potatoes	short	then	weed
mush	poverty	should	there	went
my	president	side	these	were
	pretty	sides	they	wet
name	provide	singing	thief	wheels
neck	pulled	sister	thin	when
Ned	pumpkins	six	this	which
needs	puppy	skate	thought	while
Nellie	Puritans	skin	three	who
new		sled	Thursday	why
night	radishes	slightest	time	will
nine	rain	small	to	willow
no	rains	smoke	toe	window
nose	rapidly	soap	together	windows
noses	ready	some	Tom	winter
nuts	really	sometimes	took	with
	red	songs	top	without
oak	ribbon	soon	toy	wolf
October	ride	sorrow	trail	woman
of	rides	sorry	tree	worm
often	right	sound	trick	
on	rising	soup	trip	yellow
one	roller	spade	truck	you
onions	roof	spaniels	try	young
orchard	rope	speaking	tulip	your

Primary Reading Test--Reilley Form A

a	children	gave	made	road	thick
after	church	getting	make	run	this
airplane	class	girl	man	runs	those
airport	clean	girls	many		through
all	clock	give	marched	sand	tickets
almost	coat	giving	meat	sat	to
already	cold	glad	milk	saw	too
among	come	glass	money	school	top
an	coming	going	more	secret	toys
and	conductor	green	morning	seven	tree
any	could		most	she	trees
are	cows	had	mother	sheep	trouble
as		hand	much	shelves	true
ask	dates	hands	music	ship	trying
at	dead	happy	must	shoes	two
automobile	decide	has	my	sidewalk	
away	dog	hat		sing	under
	done	having	needed	sister	until
baby	door	he	needs	sit	up
back	down	head	never	size	us
ball	drink	her	new	sleep	using
basket	drop	here	noses	smoke	
bear		him	not	soldier	visit
bears	each	his	notice	some	
between	eating	hold	now	son	waits
big	edge	hole		spring	walking
bird	eggs	home	of	station	wall
bit	else	hoped	old	stay	walls
black	enough	house	on	stayed	wants
book	everything	hurry	one	stick	was
books			orange	sticks	watch
both	face	I	our	still	waves
bowl	fall	in		steps	we
box	fat	into	pair	stone	wearing
boy	father	is	pen	stopped	went
breakfast	feeding	it	people	store	were
bring	finished		picture	street	what
bringing	fish	Jack	plant	sugar	when
brought	fit	just	play		which
but	flower		playing	taking	why
butter	fly	kitchen	pony	talk	wish
by	follow	knee	postman	talking	woman
	for		puppy	tall	work
cap	friend	late	puppies	teacher	world
carpenter	from	left	put	that	would
cars	fruits	less		the	
cat	funny	letters	ran	their	yard
cereal		likes	ready	them	your
chair	garden	little	rides	there	
child	gate	long	right	these	
		looked			

Primary Reading Test--Railley Form B

a	center	game	lamp	paint	table
almost	child	garden	large	painted	tail
am	class	gate	last	picture	take
an	clean	gave	laughed	porch	talk
and	clothes	girl	less	present	talked
any	cloud	girls	let	pull	talking
apple	coal	give	lift	put	taller
apples	color	glad	likes	putting	than
are	coming	glasses	line		the
arm	corn	going	little	quick	their
as	cost	got	live	quickly	them
asleep	count	grass	loading		there
at	cradle	ground	long	ran	they
away		guess	look	reach	thought
	dance		looked	ready	throw
baby	day	had	lost	red	to
back	deep	hand	lots	report	train
baggage	down	happy		right	tree
basket	drink	hard	Mary	robin	truck
beak	dry	has	man	robins	two
bears	dust	hat	meet	road	
bed		he	men	rocks	up
been	each	hear	milk	roof	
bell	early	her	mine	room	valley
better	eat	here	more	run	very
bird	eating	him	morning		village
birds	eggs	home	most	sails	visited
birthday	every	hoped	mother	same	voice
black	eat	hot	mountain	saved	
blew	farm	house	moving	saw	wagon
blown	farmer	how	my	say	walking
book	fast			school	watch
books	faster	I	name	seven	watched
both	father	ice	neither	she	watching
bottom	feet	inches	next	shoes	was
bought	felt	in	night	show	water
boxes	field	into	no	showed	wave
boy	find	is	not	side	waves
boys	first	island	now	sign	we
brave	flour	it	number	sister	went
broke	flower			sky	were
brothers	flying	Jack	of	slow	wheels
brother's	foot	John	off	slowly	when
building	for		on	smiling	wind
buy	found	keep	one	snow	window
	friend	kept	other	some	wish
called	friends	killed	our	song	wished
can	from	kissed	out	stopped	with
cars	funny			store	woman
cart	furniture			summer	word
					world
					work
					working
					worm

Unit Scales of Attainment

Grade I (First Half) Form A

all	clock	get	me	save	upon
am	coal	girl	men	saw	us
an	coat	give	milk	say	
and	cock	glad	mine	see	wagon
are	cold	go	more	send	walk
around	cook	gold	mother	sheep	want
at	cool		move	shine	warm
	corn	had	much	ship	was
baby	could	hand		shop	wash
bad	count	hard	neck	show	watch
bag	cross	have	new	six	water
balloon	cup	he	no	snile	wave
banana	cut	head	not	smoke	we
band	cute	hear	now	smooth	week
be		heal		snow	well
bed	dawn	here	of	some	went
been	day	hide	old	soon	what
before	did	him	on	south	wheat
behind	dish	his	once	spoon	wheel
better	do	hold	one	stamp	when
between	dog	hole	our	stand	where
big		home	out	stop	which
bird	each	house	over	store	white
box	ear	hurt	own	stump	who
boy	eat			sun	will
bread	eleven	iron	pack		wing
brick	end		pail	table	with
bring	engine	keep	peel	team	work
broke	enough	key	plant	tear	would
brother	evening	king	play	ten	
brought		knee	pocket	tent	yes
brown	face	knew	point	that	you
brush	father	knock	pole	then	your
build	feel	know	polite	then	
but	fell		pull	they	
by	fence	lamb		this	
	find	lamp	rabbit	ticket	
call	fine	land	rain	time	
can	fire	lark	ran	to	
cap	fish	leaf	read	took	
carry	five	left	red	top	
cat	flag	let	ring	train	
change	floor	like	rock	tramp	
chap	flower	lock	room	trouble	
chase	fly	look	round	turkey	
cheese	food	love	run	turn	
chimney	four			turtle	
chip	fox	make	said		
chop	from	man	sail	under	
choose		may	sand	up	

Grade I (First Half) Form B

about	chair	got	moon	sheep	us
all	clean	green	more	show	
always	climb	ground	mother	side	walk
am	clock		my	six	warm
an	close	had		sleep	was
are	cluck	have	name	slide	wash
around	coat	head	near	soon	watch
as	color	here	nest	spin	water
ask	comb	hide	never	spoon	we
at	come	home	new	spot	went
ate	cried	hood	night	spring	what
	cries	hop	noon	stays	wheat
baby		horn	not	stood	wheel
back	day	hot		stool	when
bank	did	house	of	stop	where
bark	dog	how	on	sun	which
barn	duck		once		white
bed		ice	one	tack	who
been	each		open	take	wigwam
bell	eagle	keep	over	teach	will
best	ear	kick	out	team	wind
better	earth	kill		tear	window
big	easy	kind	park	ten	wing
bill	eat	kiss	part	tent	winter
bird	eye	kite	peck	that	work
bite		kitten	play	them	write
black	face	knock		then	
blew	father	know	rain	there	
bloom	feet		rake	they	
book	fire	lake	reach	this	
box	first	lamb	read	tick	
boy	fish	letter	red	tie	
bread	flew	lie	rest	to	
brick	flies	light	ribbon	too	
bridge	found	like	right	top	
bright	free	listen	rock	track	
bring	friend	little	roof	train	
brook	frighten	look	room	tree	
broom	frog	low	roost	trees	
brother	from	lunch	root	trim	
brush	fruit		rubber	truck	
butter	funny	make	run	twelve	
by	fur	man		twice	
		march	saw	twigs	
call	get	mark	saw	twins	
can	girl	market	school	two	
cap	give	may	see		
carry	glad	me	seed	under	
cat	goat	men	shall	up	
catch	gold	mill	she	upon	

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697	698	699	700	701	702
703	704	705	706	707	708
709	710	711	712	713	714
715	716	717	718	719	720
721	722	723	724	725	726
727	728	729	730	731	732
733	734	735	736	737	738
739	740	741	742	743	744
745	746	747	748	749	750
751	752	753	754	755	756
757	758	759	760	761	762
763	764	765	766	767	768
769	770	771	772	773	774
775	776	777	778	779	780
781	782	783	784	785	786
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877	878	879	880	881	882
883	884	885	886	887	888
889	890	891	892	893	894
895	896	897	898	899	900
901	902	903	904	905	906
907	908	909	910	911	912
913	914	915	916	917	918
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937	938	939	940	941	942
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955	956	957	958	959	960
961	962	963	964	965	966
967	968	969	970	971	972
973	974	975	976	977	978
979	980	981	982	983	984
985	986	987	988	989	990
991	992	993	994	995	996
997	998	999	1000	1001	1002

Grade I (Last Half) Form A

a	bricks	down	hold	must	roof
afraid	bright	drive	hole		room
all	bring	drown	home	near	root,
am	brook		horn	neat	rope
among	brother	each	horse	new	rose
an	brown	eating	hour	noon	round
and	build	eleven	house	nothing	running
animal	butter	enemy	hunt	now	
are		evening	hurry	nut	safe
ground	cage	everybody	hurt		said
asleep	can		hut	of	sand
at	candle	falling		on	sat
awake	cane	farm	I	once	saw
away	car	father	ice	one	school
a	carry	fellow	in	only	see
baby	cart	field	invite	outside	second
back	cat	find	is	over	send
bag	catch	finger	it		sew
ball	certain	fire		parade	shook
balloon	chair	first	jumping	park	shop
banana	check	five		pear	should
bark	chicken	flag	king	pie	sing
barn	child	floor	kite	piece	singer
beads	children	flow		pink	six
beans	class	flower	lamb	place	skate
bear	climb	fly	land	plant	sleep
beat	cloudy	fold	laugh	play	slide
bed	clover	follow	leaf	playing	slow
been	cold	food	learn	plum	snow
before	cook	foot	left	police	soft
began	corn	found	letter	pony	some
behind	corner	four	light	poor	something
bell	could	from	line		soon
below	count		little	queen	spoon
beside	cow	gets	live		square
better	crack	glad	load	race	stairs
between	cream	goat	loaf	rain	star
big	crow	gold		rake	stars
bird	crown	grow	Mary	rat	start
birds	crying		me	read	stay
bite		hall	meat	red	stile
blocks	danger	hand	men	rich	stood
blow	dark	hard	mice	ride	stop
book	dawn	has	milk	riding	store
bottle	day	have	monkey	ripe	stories
bowl	dead	heard	month	river	story
box	deep	heel	moon	road	stove
boy	did	hide	mother	rock	street
bread	divide	hill	mouse	rocking	string
brick	dog	his	much	roll	sudden

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Grade I (Last Half) Form A

sun
 sunshine
 sweater
 swim
 swing

table
 tame
 tells
 ten
 that
 the
 them
 they
 this
 thread
 time
 to
 took
 top
 train

under
 up
 us

wagon
 walk
 wall
 warms
 water
 we
 well
 what
 wheat
 when
 where
 which
 white
 why
 wild
 will
 winter
 with
 woman
 work
 would

Grade I (Last Half) Form B

a	boys	face	how	new	several
about	bread	falling	hundred	night	shake
afraid	broom	far	hungry	noon	shall
against	brother	feet	hunt		she
airplane		fellow	hurry	of	sheep
all	cage	fence	hurt	off	shells
almost	came	fire	hut	on	ship
alone	camp	fish		once	show
always	can	flow	ice	one	sick
am	candle	flower	in	open	since
an	cap	follow	instead	over	six
and	card	found	is		skate
animal	carry	fox	it	pail	skip
another	cart	friend	its	park	slow
are	cat	fun		pear	small
around	cents	funny	jumping	pen	smells
as	cheese			piece	smiles
ask	chimney	geese	keep	place	snow
asleep	clay	get	kid	plant	snowman
at	clean	girl	kind	play	soap
ate	climb	give	king	playing	soldier
automobile	close	gives	knife	plow	some
awake	cloud	got	know	pole	something
away	cloudy	green		pond	soon
	collar	gruff	lady	pony	sound
baby	color	ground	land	porch	soup
ball	corn	gun	large		spider
bar	cost		learns	queen	spins
beads	cow	had	leave		square
beans	crow	hall	letter	rabbit	equirrel
bed	crown	handle	lost	rain	stage
been	crying	has	low	rake	stairs
before		have	lunch	rat	stake
behind	did	hay		red	stale
bell	dish	he	mail	rest	stamp
beside	dog	head8	man	right	stand
best	door	heard	Mary	roof	star
big	doors	heat	me	room	start
birds	down	heel	meal	rope	state
birthday	dress	here	mice	round	stay
blocks	drinks	hid	moon	run	stays
blows		hill	mother	running	stone
blue	each	his	much		stood
board	ear	hole	my	Santa Claus	stool
bone	eat	home		same	stop
book	eating	honey	nail	say	store
books	eight	hop	name	school	stove
bowl	end	horn	near	second	string
box	enough	horse	nest	see	sun
boy	eye	house	never	sells	

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Grade I (Last Half) Form B

table	who
ten	will
tent	wind
that	windows
the	wish
them	wood
then	woods
there	
these	
they	
this	
those	
thousand	
three	
to	
too	
top	
track	
train	
tramp	
tree	
trees	
truck	
twelve	
twenty	
two	
umbrella	
under	
up	
us	
wade	
wake	
walk	
warm	
was	
wash	
watch	
water	
wave	
we	
weave	
web	
what	
wheat	
when	
where	
which	
white	

Unit Scales of Attainment

Grade II (First Half) Form A

a	calf	earth	goat	learn	of
about	came	earthern	gray	leaves	old
afraid	can	easier	green	left	on
after	cannot	easily	grow	letter	once
afternoon	cat	easy		light	one
air	certain	east	had	lights	only
all	chased	eastern	has	liked	or
along	chasing	eat	he	likes	out
am	check	eating	hears	listening	outside
among	cheese	eleven	Helen	little	over
an	chicken	emperor	help	lived	
and	child	empire	her	lives	parade
animal	Christmas	employ	his	low	park
apple	church	empty	hole		paw
are	climb	enemy	home	make	pear
as	clouds	evening	horse	man	Peter
at	cocoon	everybody	hour	Mary	piece
ate	cold		house	massacre	pig
away	colors	fall	hungry	me	pink
	come	farm	hunting	meagre	place
black	common	fast	hurry	meander	plant
blossoms	could	father		measles	play
boat	coupon	fed	implore	measure	playing
body	course	fell	in	meat	pleasure
bought	cousin	fellow	inch	mice	plum
bowl	cow	few	ink	milk	police
box	creeps	field	inside	minute	pony
boy	cross	fine	into	moment	poor
boys	crying	finger	invite	month	puppy
bread		fire	is	moon	
bridge	danger	first	it	morning	rabbit
bright	dark	fish		mostly	rabbits
bring	day	fleecy	Jack	mother	race
brother	deep	floor	Jane	motion	rains
brothers	did	flow	John	mouse	ran
brought	dig	flowers	John's	mountain	ready
brown	dirty	fly	just	much	red
buds	divide	fold		must	regardless
bug	do	follow	kind		register
bugs	dog	for	kite	neat	regret
build	doll	forenoon	kitten	new	regulate
burn	donkey	found	knock	night	regular
bush	door	fox	know	no	reindeer
busy	down	frog		noise	road
butter	drive	from	lady	noon	rock
but	dug	full	lamb	not	roof
buy	dwarf		land	nothing	rose
buzz		garden	large	nut	roses
by	eagle	girl	laugh		run
	early	go	leaf	oak	rushed

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Grade II (First Half) Form A

sail	table	when
saved	take	where
scared	teach	which
school	that	white
sea	the	who
second	them	why
see	then	wicked
sees	these	wide
sell	they	wife
send	this	will
she	thought	wind
shine	through	winter
shop	tiny	with
short	to	wolf
should	today	woman
shout	told	wrong
shut	tonight	
sing	torch	yard
singer	torn	yellow
sister	train	youngest
sister's	traveler	
sisters	traverse	
six	treacherous	
sky	treasure	
sleepy	tree	
slide	trees	
small	truck	
smell	turn	
snail		
so	uncle	
Spot	under	
spring	up	
squirrels	us	
star		
stars	very	
start		
stood	wall	
stop	want	
store	wanted	
story	wants	
straw	warm	
string	was	
strong	water	
such	we	
sudden	well	
summer	went	
sun	were	
sunshine	whale	
swim	what	
	wheat	

Grade II (First Half) Form B

a	bold	courtesy	fish	house	master
about	book	courtier	flew	how	me
across	boots	cousin	flow	huddle	mice
afraid	bought	cow	flowers	hundred	mile
after	boy	credulous	flying	hungry	mill
afternoon	brother	cross	follow	hunting	minute
against	brown	crow	for		moment
all	bugs	crusade	forenoon	in	month
almost	bundle		forest	inn	morning
alone	but	dark	fox	instead	mostly
am	buttercup	daughter	friend	into	mother
an	by	deer	frighten	is	mother's
and		did	frog	it	motion
animal	cabbages	different	from	its	mountain
another	cake	dish	fun		much
anybody	calf	divide	funny	Jane	
anything	called	do		Jane's	name
apple	calls	dog	garden	jay	Ned
are	came	donkey	geese	John	Ned's
around	can	dress	get	John's	new
asleep	candle	drum	gets		night
at	car	dry	girls	keep	noise
away	carrots	duck	go	keeps	noon
	cat		grandfather	kind	not
baby	cave	each	grandfather's	king	nothing
ball	chased	eagle	gray	kitten	
barn	cheese	ear	green	kittens	oak
bassal	cherries	early	grows	knife	of
be	cherry	earthen	gruff		old
bear	chicken	eastern		lake	on
became	children	easily	had	land	once
because	chickens	eat	hammer	large	one
become	chipmunks	eating	handle	learned	orange
bed	choice	eats	happy	leaves	over
bees	choose	eight	has	left	out
beets	chosen	elephant	hat	legs	owl
before	chorus	end	he	like	
began	church	enough	heard	likes	park
behind	circus	everything	Helen	listening	particle
big	class		hen	little	peach
bigger	clay	face	her	live	pear
Billy	coat	fall	higher	lives	pen
birds	cocoon	far	highest	lonely	pets
birthday	colors	farthest	hills	longest	picture
black	come	father	his	looks	piece
blackbird	common	father's	hole	lunch	pig
blanket	corn	fellow	home	march	pirate
blew	coupon	felt	honey	marched	pitcher
blossoms	courage	fields	hops	marching	place
blue	course		horse		plants

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Grade II (First Half) Form B

play	see	tame	went
playing	seen	that	were
pleasure	several	the	wet
plow	shake	their	what
plum	shall	them	when
pony	sheep	then	where
potatoes	ship	there	which
presence	shoes	these	while
present	sick	they	white
priceless	since	think	who
princess	sister	this	whole
process	six	those	whose
promise	skate	thought	win
pumpkins	skip	thousand	wind
puncture	slow	tiny	wish
puppies	small	tired	with
puppy	smell	to	won
	smile	toy	wonder
quickest	smith	traveler	woods
	smock	traverse	word
rabbit	smoke	treacherous	world
rabbits	smooth	treasure	worms
race	so	tree	would
radishes	some	tricks	wren
rain	sound	trip	wrote
raises	speak	tulips	
raisin	spill	turkey	yellow
rake	spot	turn	you
Ralph	spring	two	youngest
ran	squirrels		
ransom	stage	umbrella	
reason	stake	uncle	
reckon	stale	under	
red	star	up	
rest	start	us	
right	state		
ring	stay	valorous	
road	stile	variable	
robin	still	variety	
room	stood	various	
run	store		
rushed	story	want	
	straightest	wanted	
sad	strong	was	
safe	sugar	wash	
same	summer	water	
save	sunshine	wave	
saw	supper	we	
scared	sweet	wear	
school		well	
season			
second			

Grade II (Last Half) Form A

a	brown	display	funny	kind	odor
about	buds	disturb		kitten	of
above	bug	do	garden	know	often
abundance	bunch	dog	get		old
adventure	bush	doll	girl	lady	on
afraid	but	donkey	go	large	once
after	by	door	goat	leaves	one
afternoon		down	grab	lift	or
air	claf	dug	grateful	light	out
alarm	calm	dull	gray	lights	over
all	came	dwarf	green	likes	
almost	can		grove	listening	pair
alone	cannot	earth	grow	little	parcel
along	cat	eat		lived	part
an	cattle	eating	had	lives	Peter
and	chase	enemy	halt	locate	pig
animal	chased	enough	harsh	lofty	pile
apart	chasing	escape	has	look	pink
apple	cheese	every	he	luck	place
are	chirp	expect	hears		plant
around	Christmas	expensive	Helen	made	play
as	church	extend	help	make	playing
at	clever		her	man	plenty
ate	clouds	faithful	herd	Mary	pony
await	cold	fall	his	mend	prepare
away	color	far	hole	mention	profit
	colors	fast	home	new	prove
baby	come	father	hope	mild	provoke
balance	comic	favorite	horse	milk	pull
bark	conquer	field	horses	moon	punish
bed	cow	find	house	more	puppy
been	crash	fir	humble	morning	push
before	creeps	fire	hungry	most	
behold	crooked	fish	hunting	mostly	quantity
big	cross	flame		mother	quiet
bird	crying	flavor	in	mouse	
birds	cure	fleecy	include		rabbit
black	curious	fleet	inside	narrow	rabbits
blaze	cut	float	instead	nest	rains
blossom		flock	into	new	ran
boat	dark	floor	invent	night	rash
borrow	day	flower	is	no	ready
box	defeat	flowers	it	noise	red
boy	delight	for		none	reform
boys	deliver	forenoon	Jack	not	regain
breeze	deny	forsake	Jane	nothing	repair
bridge	depart	fox	John	nut	restore
brother	did	frog	John's		result
brothers	dig	from	joke	oak	reward
	dine	full	just		rose

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Grade III (Last Half) Form A

roses	struggle	useful
rough	summer	usual
run	sun	
rushed	sunshine	very
	sure	
sacred	swell	want
sad	swim	wanted
saved		wants
scared	table	was
school	take	water
sea	taste	weary
sees	team	went
several	tend	were
shadow	than	whale
she	that	what
shine	the	when
short	them	where
shove	then	which
shrink	these	whistle
silence	they	white
sing	thief	who
single	thin	whole
sister	thing	wicked
sister's	things	wide
sisters	this	will
sky	through	wisdom
sleepy	throughout	with
slender	tight	witness
small	times	wolf
small	tiny	worship
smooth	to	worthy
snail	today	
snatch	together	yard
so	told	yellow
some	top	young
something	train	youngest
special	trample	
split	travel	
Spot	tree	
spring	trees	
squirrels	trifle	
stain	trouble	
stars	trust	
startle	turn	
stay	twice	
stood	two	
stop		
store	uncle	
story	under	
strict	up	

Grade II (Last Half) Form B

a	blossoms	cross	faithful	having	lake
able	blue	crow	fall	he	land
about	bold	cry	familiar	heard	large
absent	book	cure	farthest	Helen	laugh
across	boots		father	helpless	learned
afraid	bought	dark	father's	hen	leaves
after	boy	deceive	feeble	her	left
afternoon	brother	decrease	feel	hide	legs
all	brown	deer	feels	higher	let
allow	bugs	defend	felt	highest	lift
an	bundle	dense	fields	hills	light
and	busy	describe	fish	his	like
angry	but	did	flatter	hole	likes
anxious	by	difficult	fleet	hollow	listening
apple		disappear	flew	home	little
appoint	cabbages	discourage	flowers	honey	live
are	cake	display	flying	hops	lives
around	calf	dismiss	for	horse	lofty
arrive	called	discuss	forenoon	house	lonely
ask	calls	do	forest	how	longest
at	came	dog	forget	humble	looks
attempt	capture	doing	fortunate	hungry	luck
away	careless	done	fright	hunting	
	carrots	donkey	frog	hurt	made
baby	cat	doubtful	from		make
bad	cattle	drop	funny	ideal	manage
balance	cease	drum	furnish	imitate	march
ball	center	dry		improve	marched
bark	change	duck	garden	in	marching
barn	chased	duty	get	injure	master
be	cherries		gets	inn	mew
bear	cherry	eagle	girls	into	middle
became	chicken	early	gloom	invent	mistake
because	chickens	easily	go	invite	morning
bees	children	easy	graceful	is	most
beets	chipmunks	eat	grandfather	it	mostly
beggard	chirp	eating	grandfather's	its	mother
began	church	eats	gray		mother's
better	circle	edge	green	Jane	
big	circular	elephant	grows	Jane's	near
bigger	circus	else	guard	jay	Ned
Billy	clasp	enclose		jealous	Ned's
bird	coat	endless	had	John	new
birds	colors	enemy	happening	John's	night
birthday	come	enlarge	happy		no
black	contain	enough	hardy	keeps	noble
blackbird	cow	escape	has	kind	noise
blanket	cows	every	hasten	king	none
blew	crave	examine	hat	kitten	noon
blind	crooked	excite	have	kittens	not

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Grade II (Last Half) Form B

oak	ran	sufficient	vanish
of	rare	sugar	very
often	red	summer	
old	reasonable	sunshine	wait
on	resemble	supper	wander
once	ring	surface	want
one	risk	surprise	wanted
orange	road	surrender	warrior
out	robin	sway	was
over	room		watch
overcome	rough	tailor	watchful
overtake	round	tame	water
owl	ruin	team	weak
	run	tell	wear
package	rushed	thankful	weary
pair		that	went
peach	sad	the	were
pear	saw	their	wet
permit	say	them	what
pets	scared	then	when
pig	school	these	where
pity	see	they	which
plants	send	think	while
play	shift	this	whistle
playing	shoes	thought	white
pledge	shove	tiny	whose
plum	silence	tired	win
pony	simple	to	wind
potatoes	sing	toy	wise
praise	sister	tramp	with
present	small	tramps	won
prevent	smaller	tree	woods
prompt	snatch	trees	worms
proof	so	tricks	worse
provoke	soldier	trip	would
pull	solid	true	wren
pumpkins	some	tulips	wrongly
punish	something	tumble	
puppies	sorry	turkey	yellow
puppy	spend	turn	you
push	spoil	two	youngest
	spring		youth
quickest	squirrel	uncle	
	squirrels	under	
rabbit	stood	unfortunate	
race	stop	unjust	
radishes	store	unlike	
rain	story	up	
raises	straightest	useful	
Ralph	strong	usual	

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